DOCUMENT RESUME

ED 144 576 IR 005 180

AUTHOR	Werking, Richard Hume
TITLE	Lawrence University's Library Service Enhancement Program: A Report on the Planning Year.
INSTITUTION	Lawrence Univ., Appleton, Wis.
SPONS AGENCY	Council on Library Resources, Inc., Washington, D.C.
PUB DATE	31 Aug 77
NOTE	102p.; Parts may be marginally legible due to print quality of the original document
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	College Libraries; *Library Instruction; *Library Planning; Questionnaires; School Surveys; *University Libraries
IDENTIFIERS	Lawrence University WI

ABSTRACT

In 1976 Lawrence University of Wisconsin was a recipient of a Library Service Enhancement Program grant from the Council on Library Resources. This report describes the project librarian's activities during the planning year, and also provides an outline of the program of bibliographic instruction to be implemented at Lawrence. Included are descriptions of interviews with faculty, a questionnaire survey of the student body, work with a long-range planning committee, and student and faculty evaluation of bibliographic presentations to classes. Also included are a model library research guide and a copy of the project librarian's final report to the faculty and administration. (Author)

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Lawrence University's Library Service Enhancement Program

A Report on the Planning Year

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Richard Hume Werking

Project Librarian

Lawrence University

August 31, 1977

The support of the Council on Library Resources is gratefully acknowledged

IR 005 180

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ABSTRACT

Bibliographic Instruction

Descriptors: College Libraries
Council on Library Resources
Lawrence University
Library Instruction
Library Service Enhancement Program
University Libraries

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Lawrence University's Library Service Enhancement Program: A Report on the Planning Year

In the spring of 1976, the Council on Library Resources awarded its first set of Library Service Enhancement Program (LSEP) grants to twelve colleges and universities. The new program, the Council's advertisement had stated, was to enable a member of the library staff "to put normal duties aside for an academic year in order to:

--explore with faculty, students, and administration ways of improving library services

--develop an ACTION PLAN--creative programs to make the library a partner in the teaching/learning process of its institution

--design methods of increasing library use and strengthening the library's role in the academic life of the college and university"

(See Appendix A for copy of the grant announcement.) Among the recipients was Lawrence University in Appleton, Wisconsin, a high-quality liberal arts school with an enrollment of 1,330 students and a faculty of about 130. (See Appendix B for copy of Lawrence's grant application).

The following is a description of Lawrence's LSEP planning year.

Faculty Interviews

During the first two terms of ten weeks each, the project librarian talked with 88 members of the faculty (virtually all the on-campus faculty outside the Conservatory of Music and the Department of Physical Education) as well as with the deans and the director of career planning.

The procedure followed was quite simple. The project librarian contacted a faculty member, briefly explained about the grant, and

asked if the two of them might meet to discuss use of the library. No faculty member was too disinterested or too busy to do so. Before the meeting the faculty member received a copy of the grant proposal, to provide additional background information.

At the interview the project librarian answered whatever initial questions the instructor had and then asked two questions: 1) How do you have the students use the library in the courses that you teach?; and 2) Are you satisfied with the use they make of it? As might be expected responses varied, even within the same department.

As a result of the interviews, we can now identify three classes of faculty: 1) Those who require significant library research in their courses and who are interested in librarians helping them make their students more aware of relevant information; 2) Those who require significant library research in their courses but who say they are satisfied with their students' library performance; 3) Those, chiefly in the harder sciences and languages, who do not ask their students to undertake library research. A few of these added that the ten-week term makes it extremely difficult to assign research papers.

Of those faculty who expressed some genuine interest (somewhere along the spectrum from moderate to keen) in librarian input, the great majority had no idea about what form this input might take. Two of them suggested a separate course in library skills, and one of them offered to teach part of it; three others wished to build some requirement into the present freshman seminar program; still another, when shown a copy of Earlham College's annotated bibliography on the History of Science, responded: "I would very much like to combine our efforts and do something like this for our library." On the whole, they

responded very well to the project librarian's tentative suggestion of bibliographic presentations to classes. As a result, we can now identify about 30 faculty members in some 14 departments (History, Government, and Biology are the most heavily represented) who have become interested in a program of bibliographic instruction and who are willing to participate in it, even under the time constraints of a ten-week term.

Interviewing faculty was perhaps the single most important activity of this planning year. Not only did it provide information about the individual instructor and his library-related needs, but it often prompted him to think about pedagogical matters that have been long neglected. As one professor put it, "Thanks for jogging my memory." Time and again a faculty member began to perceive possibilities for bibliographic instruction as he told the project librarian about his own courses.

Student Survey

A great deal of time went toward developing, administering, and analyzing the results of a questionnaire given to students. With the help of a Psychology professor, an initial draft was written. After it was revised several times, the questionnaire was "piloted" with a dozen students. Numerous changes resulted. Members of the library staff and the director of the computer center also made suggestions that led to important changes. Suggestions from a Psychology professor at another institution helped to improve considerably the introduction and also the organization of the questions.

The steps in the survey itself were as follows:

1) The population from which the sample was drawn consisted of full-time

Lawrence students, presumably on campus, who were neither freshmen nor Bachelor of Music majors (the latter take very few courses outside the Conservatory of Music).

2) A simple random sample of 150 names was produced by the Computer Center.

3) The 150 names in the sample were typed, and a dozen copies of this list produced.

4) The project librarian hired a dozen students he knew, gave each of them a list of the names, and asked them to indicate those persons they knew well and those they knew slightly. Each student then received a group of questionnaires to distribute to individuals whom he or she knew.

5) The students distributed the questionnaires personally. Respondents completed the form at their convenience and sent it to the project librarian in an attached envelope.

6) The questionnaire consisted of four pages of questions, with a covering 5 x 8 instructions card which was addressed to the individual and signed by the project librarian. (See Appendix C for questionnaire materials). The project librarian asked that if the student wished to keep her response confidential she remove the card, fold it once, and send it to him through the campus mail; his name and address were on the reverse side.

7) A master list of names in the sample was kept on Reserve in the library. As the instruction cards were returned to the project librarian, either separately or attached to the questionnaires, he crossed the names off the master list. The student helpers checked the list regularly for names of the people for whom they were responsible; after a time, they would remind the individuals whose names had not

been crossed off.

8) Of the 150 persons in the sample, eight were no longer on campus for one reason or another: extended field trips, internship programs, etc. No distribution was made to them. Of the 142 that were distributed, 134 were completed and returned, a response rate of 94%. Three persons who completed and returned questionnaires reported themselves as Bachelor of Music majors; their questionnaires were consequently withdrawn, reducing the figures to 131 of 139, still 94%.

This method of questionnaire distribution and return is admittedly more suited to smaller institutions like Lawrence, where there is a very good chance that a given student will be known to someone in a group of student assistants. But it could also be appropriate for larger institutions as well. Among the 142 persons to whom questionnaires were distributed, seven were not known by any of the student helpers. One of these helpers, actually no longer a student, had graduated from Lawrence the previous year and was currently working as an intern in the Deans' office. He is articulate and personable, and although he too knew none of those seven individuals, he took responsibility for their questionnaires and achieved a 100% response rate. Consequently, the high response rate may have been due to more than the student assistants knowing the questionnaire recipients. Also of importance, probably, was that the students in the sample received their questionnaire personally, with an attendant oral explanation, from individuals whom they considered peers.

The results of the survey (See Appendix C) demonstrate that our students know little about library resources. When asked about what they recalled using to find library materials for their most extensive

paper, only two sources of information were volunteered by more than half the respondents: the card catalog (83%) and suggestions from professors (56%). Some of the most generally useful indexes and abstracts in a college or university library are Social Sciences and Humanities Index (now split into two parts), Public Affairs Information Service Bulletin, and Essay and General Literature Index. The percentages of respondents who volunteered them as sources of information were, respectively, 5%, 4%, and 2%. (For these and similar results, see ibid., Part B, section II3.) Moreover, even when presented with the titles, 76% of the respondents could not recall ever having used Social Sciences and Humanities Index. Similar figures for PAIS and for Essay and General Literature Index were 87% and 89%. (Ibid., Part A, section IV). It is important to note that the index of "helpfulness" for various research tools (Ibid.) suggests that a number of these items would be helpful to some of the 76% or 80% or 96% of the students who have never used them--if those students were aware of the existence of the tools and knew what they were used for. Note also that each of the respondents had already completed between four and ten terms of college.

The results also show that many students believe their undergraduate education has not given them all the preparation they need for finding information in the library, and the results demonstrate that our students, especially the sophomores, would like the library to offer instruction. Over 1/3 of the respondents in both the sophomore and senior classes strongly agree that the library should offer instruction. Those students who were most confident about their ability to conduct library research and who felt most prepared by their education had GPA's between 2.01 and 2.5. Those who felt least confident

and least prepared had GPA's between 3.5 and 4.0. (Ibid., Part B, section II.4 and V.) Also striking was the fact that sixteen persons offered positive comments about bibliographic instruction--more than discussed either library hours or fines.

It is already obvious to us that there are some deficiencies in the questionnaire; others will doubtless turn up as analysis proceeds. On page 3 (section IV) of the instrument (Ibid., Part A), it would have been useful if some encyclopedia titles had been listed among the library tools. And on the following page, question V3 is ambiguous and should not have been asked in that manner. As shown by several additional comments from respondents, it is not clear whether the question is asking about information sources that are in the library and the problem is one of bibliographic access, or if the student, having achieved bibliographic access, cannot then easily secure the item--perhaps because the library does not own it.

After our program has been in operation for two or three years, we can administer another questionnaire, with many of the same questions, to determine what changes have occurred.

Visits to Other Libraries

During the year the project librarian visited the libraries at the following institutions in order to learn about their bibliographic instruction activities: Earlham College; Macalester College; Carleton College; St. Olaf College; Hamline University; the University of Wisconsin at Stevens Point, at Madison, and at Parkside; Swarthmore College; the University of Chicago; Lake Forest College; Luther College; Grinnell College; and Carthage College. Reports of these visits and materials from these institutions were circulated among the library staff.

Long-Range Planning Task Force

During the past year, Lawrence undertook an intensive self-examination led by a Long-Range Planning Task Force composed of faculty, administrators, and students. The other permanent reference librarian was a regular member of the Task Force. Last fall the project librarian was invited by the chairman of the Sub-Task Force on Curriculum Alternatives (one of five subdivisions of the larger planning body) to join that group, since the chairman considered the LSEP very relevant to the group's concerns. The sub-task force agreed that Lawrence should do more to make its students aware of library resources and how to use them. Consequently, the report of the sub-task force to the larger group contained a paragraph and an appendix dealing with the place of the library in the academic program. (A copy of the relevant pages is in Appendix D.) Late in the spring, the entire Long-Range Planning Task Force voted, without dissent, to accept that portion of our report. Consequently, it will be included in the final report of the task force to be written this summer, which the President will submit to the trustees next year.

Such an affirmation of the library's role is important, although it can also simply be rhetoric. We in the library intend to use it as a foundation to build upon, to ensure that the rhetoric is reflected in behavior.

In-Class Bibliographic Presentations

This academic year the two reference librarians and the project librarian gave bibliographic presentations to 19 courses, which had midterm enrollments totalling 329 students. In each case the faculty member asked a librarian for such a presentation. This number compares

with seven the previous year and three the year before. The librarian usually introduced students to various reference sources and access mechanisms by working through a hypothetical research problem.

Presentations were given to courses in the following departments: Spanish, Philosophy, History (2), Biology, Government (4), Sociology, Economics, Education, Geology, Chemistry, Religion, and Freshman Seminar (4).

In all but one of the presentations, students received annotated "pathfinders" of reference works, chiefly access tools. Attached to each pathfinder were sample pages xeroxed from the works discussed by a librarian.

Evaluation of In-Class Bibliographic Presentations

At the end of winter and spring terms, the project librarian evaluated fifteen presentations given in those terms. (A copy of the evaluation form, showing the results in percentages, is in Appendix E.) Toward the end of each term he arranged with each of the instructors to distribute evaluation forms in their classes and then to return the completed forms to the library. A total of 151 completed forms was received from students who had been in class both for the presentation and the evaluation.

Probably the most informative set of answers is that to question #6. Of the 151 respondents who had sat through a bibliographic presentation earlier in the term, 105 (70%) thought such a presentation would be useful (1/3 of these thought very useful) for some of their other courses, while only 13 (9%) thought it would be only slightly or not at all useful. These figures are similar to responses on the questionnaire which showed about 72% agreeing that the library should offer instruction and 4% disagreeing.

The chief difference between the responses to questions #2 and #4 is that by the end of the term the "so-so" category has dwindled and both ends of the spectrum have gained adherents. This is understandable, since students now have the advantage of hindsight and can say whether the presentation helped them meet the requirements of a particular course.

The differences between #4 and #5 are also interesting. There is a significant drop at both ends of the scale, and respondents think, on the whole, that a particular presentation was more useful for other courses than for the one in which it was given--and for which it was designed.

Between #5 and #6, the same numbers return to the ends of the scale. It is puzzling that although in #5 no students think a particular presentation would be "not at all useful" for their other courses, in #6 six of them think that some presentation (presumably including the particular presentation referred to above) would fall into that category. The mean score here is higher than #5, which is to be expected.

The comments provided by students in response to questions #6 and #7 are attached in Appendix F; the few faculty comments are in Appendix G. The large proportion of positive comments is striking.

Less formal evaluation came from librarians at the reference desk, who often saw students working in the reference area while consulting the handouts they had received in class, and also from faculty, several of whom commented on the improved quality of research papers and bibliographies.

Outline of the Library Service Enhancement Program

The shape that the program will take is the result of many meetings

during the spring of eight persons on the library staff: the director, two reference librarians, head of technical services, order librarian, head of circulation, periodicals and government documents librarian, and the project librarian. The program elements will be:

1) A library skills test, or survey, for all incoming freshmen, covering the card catalog and a Readers' Guide citation, administered during new student orientation week. Papers will be corrected and returned to students, with an answer sheet enclosed. Also enclosed will be publicity about the various workshops.

2) Orientation tours for freshmen during an afternoon of new student week. This is hardly new, but it is a useful way of showing students "where things are" and introducing them to at least one member of the library staff. Last year about 280 freshmen, out of a class of some 320, took the tour.

3) A single-session "basic skills" workshop given the second week of each term, covering the card catalog and a Readers' Guide citation (thus providing follow-up to the skills test of the week before), the LC Subject Headings volumes, limitations of the card catalog, locating books on the shelves, and the circulation regulations. As with the other workshops, students who work for the library will be required to attend.

4) A two-session "search strategy" workshop in the fourth week of each term, covering certain periodical indexes and other basic reference tools.

5) A government documents workshop each term.

The workshops are intended to provide the opportunity for some library/bibliographic instruction to the large number of students--especially freshmen and sophomores--whose professors are not particularly

interested in the library offering bibliographic instruction, and who may be sufficiently interested to attend the workshops.

6) Bibliographic presentations to certain "foundation" courses in several departments. These are courses for freshmen and sophomores that include library research, that are required for majors in the department, and whose professors for the most part are interested in working with librarians to teach their students about library use. The first year we will probably give about eight or ten presentations to such classes.

7) Bibliographic presentations to other courses, arranged with individual instructors. Because of limited staff resources, a limit of 30 bibliographic presentations to classes has been established for the time being. Thus if the estimate of eight or ten foundation courses proves accurate, there will be about 20 or 22 presentations to other classes. It is expected that we can, in time, build on these contacts to work out arrangements for bibliographic instruction with some departments.

It is probable that we will receive more than thirty requests from faculty for classroom presentations, whether the initiative comes from an instructor or from a librarian. When it becomes clear that the number of requests will exceed the amount the library staff believes it can handle, it expects to begin turning bibliographic instruction over to those instructors whose classes have already received a bibliographic presentation. At this point, the guidelines are not hard and fast. But the library staff has expressed a preference for:

a) Lower division classes, to "reach" students as early as possible in their college careers

b) Classes in which the library component is significant

c) First-time contacts with instructors

On the other hand, it is possible that the program will evolve more slowly, and that the target of thirty in-class presentations will not be significantly exceeded right away.

8) New this coming year will be student reference assistants who will staff the reference desk ten hours a week (8-10 a.m., Monday-Friday) and provide release time for the reference librarians to work on bibliographic instruction. We will also have a new "bibliographic instruction student assistant" for typing and other clerical support.

9) We have noticed that even a number of students doing honors projects that require extensive library use are surprisingly uninformed about library resources, sometimes with particularly unfortunate results. Thus in the fall the library and the Honors Committee (the library's head of technical services is secretary of that committee) will send a memo to faculty urging them to have their honors students arrange for appointments with a reference librarian. There will be approximately 30 students who fall into that category.

Nonpersonal Mechanisms

Another part of the program will be the availability of certain nonpersonal devices to help students access the collection without the personal intervention of a librarian.

The project librarian and two reference librarians have spent a good deal of time during the summer developing several types of bibliographies and similar tools:

a) Extensive bibliographies of reference works, indexes, etc., for individual disciplines such as Economics and Biology. These are unannotated, for our own use, and constitute a core list to draw upon for particular presentations.

b) 3 x 5 cards, one for each of the sources listed above, with annotations, call numbers, and full citations. The reference librarians can sketch a bibliography for a particular presentation, and the student assistant will be able to type an annotated bibliography using this outline and the cards.

c) Annotated bibliographies devoted to the same kinds of sources as in a), above, but with fewer titles. Called "library research guides," these will be placed on reserve and their availability made known to students.

d) A "model" library research guide, interspersing text and samples drawn from reference sources. This guide, devoted to a public affairs/current events topic, likewise will be on reserve. (See Appendix H.)

e) Research guides for biographical information, book reviews, statistics, and government documents, also to be placed on reserve.

f) A printed "walking tour" of the library.

In addition, we are ordering a number of "point-of-use" Reference Book Guides, which we will laminate and place near the appropriate volumes.

Structure and the Academic Environment

An important characteristic of Lawrence, which is highly relevant to the matter of course-related bibliographic instruction, is the lack of structure in the curriculum. The only course requirements, apart from departmental requirements for majors, are one year of physical education and two terms (ten weeks each) of "freshman seminars." At first glance the freshman seminars would seem to be good targets for bibliographic instruction. But the majority of instructors have no

library-related assignments in those courses, preferring that their students develop reading, writing, and discussion skills and that they read intensively a few assigned books. This picture is quite different from that at Lawrence a dozen years ago when the school was on fifteen-week semesters; freshmen then took two semesters of "freshman studies", and in the second semester they were required to write a paper based upon research in the library. Consequently, Lawrence's present curriculum, unlike that of Earlham, Reed, Grinnell, DePauw, and many other schools, lacks a common course experience that would be a most appropriate place for some introductory bibliographic instruction.

Because of this year's efforts by the Long-Range Planning Task Force, it is likely that a year from now the curriculum at Lawrence will be different. Appended to this report, in Appendix I, is a description of some curricular changes proposed by the Sub-Task Force on Curriculum Alternatives and approved by the entire task force. If adopted by the faculty, the proposed freshman tutorials will be an excellent way to provide every freshman with at least a basic introduction to library resources.

Conclusion

Comparison of the pages above with our grant proposal will demonstrate at once that we did not accomplish all that we wished to accomplish. Nevertheless, the LSEP grant has allowed us to make a great deal of progress. The library and the rest of the academic program have drawn significantly closer together and likely will continue to do so. Not only has Lawrence benefited from the grant, but some of our work during the past year is transferable and should be of benefit to other interested libraries as they work out their own programs.

Postscript

It is important that librarians interested in developing programs to make their publics more aware of library resources, especially those librarians just beginning this process, view their activities as just that--as part of a process, and not as some sort of an event that will occur at a particular time. Thomas S. Kuhn discusses the distinction between "process" and "event" in a useful essay that should become part of the literature on bibliographic instruction: "Historical Structure of Scientific Discovery," Science, 136 (June, 1962), 760-764.

CLR

COUNCIL ON LIBRARY RESOURCES, INC.

Please Post

Library Service Enhancement Program, 1976-77

To Help Academic Libraries Achieve a More Central Role in the Educational Process on Campus

The Program

This program will enable a staff member, one with a broad knowledge of the library and its clientele and a strong interest in improving library services, to put normal duties aside for an academic year in order to:

- explore with faculty, students, and administration ways of improving library services
- develop an ACTION PLAN – creative programs to make the library a partner in the teaching/learning process of its institution
- design methods of increasing library use and strengthening the library's role in the academic life of the college or university.

The Award

CLR will provide an amount equivalent to the salary and normal benefits of the staff member, in each of up to 10 institutions.

Library funds thus released must be used to hire for the year a beginning professional librarian, one who received a Master's Degree in Library Science no earlier than the close of the 1973-74 academic year, to help fill the gap caused by the absence of the designated staff member from normal duties.

Remaining funds are to be used for necessary travel of the staff member and expenses related to the project.

Selection will be based on the quality and feasibility of the proposed program, as well as the qualifications of the project librarian. The commitment of the parent institution to the goals of the project will also be an important consideration.

Requirements

The library's application must be a joint effort of the library director and designated staff member.

Only libraries in 4-year accredited academic institutions are eligible.

DEADLINE FOR APPLICATIONS: FEBRUARY 15, 1976

Awards will be announced in early May 1976 for the project to begin at the opening of the 1976-77 academic year.

Interested library directors may receive application forms by sending a self-addressed #10 envelope or mailing label to — **Library Service Enhancement Program**
Council on Library Resources
One Dupont Circle, Suite 620
Washington, D. C. 20036

Application

Library Service Enhancement Program, 1976-77

by
Richard Werking, Reference Librarian
and
Dennis Ribbens, Library Director
Lawrence University Appleton, Wisconsin

Background

Lawrence University, located in Appleton, Wisconsin, has for more than 125 years offered quality coeducational liberal arts education at the undergraduate level. Currently 1,360 students are enrolled in all Lawrence University programs. Exclusive of the Music Conservatory and the Physical Education Department, Lawrence University has a teaching faculty of ninety-nine and an enrollment of approximately 1,100. Courses are taught in twenty-two different departments: Anthropology, Biology, Chemistry, Classics, Economics, Education, English, Fine Arts, French, Geology, German, Government, History, Mathematics, Philosophy, Physics, Psychology, Religion, Slavic, Sociology, Spanish, and Theater. For many years the Lawrence University faculty/student ratio of eleven to one has enabled personal attention to student problems and individually tailored student programs.

Within that context, the library has had a good deal of institutional support and has had opportunities for close cooperation within the teaching/learning process. The appended copy of ACM library statistics for 1974-75 speaks directly to the ability of Lawrence University and its library to use properly and to benefit from the Library Service Enhancement Program. During 1974-75 over 60,000 items were circulated; over 9,000 interlibrary loan transactions were completed. Since opening the doors of

our new library last September, an average of 1,000 persons per day have been tallied by the automatic counter.

Something further should be said about the new $4 million, 100,000 sq. ft. Seeley G. Mudd Library. Throughout the planning process particular attention was paid to the creation of a variety of environments within the building. Student preferences for different study spaces can virtually all be met within the Seeley G. Mudd Library. Carrels of different types and lounge seating are located in different arrangements to provide many different seating possibilities. Group study rooms, seminar rooms, and individually assigned study offices complete the array. Also of importance will be the media center portion of the library complex. When open next fall, it will make possible for the first time at Lawrence University audio-visual support services in television, audio and radio, and in graphics.

Rationale and Objectives

An improved program of integrated bibliographic instruction is needed at Lawrence University. We seek to involve more faculty and consequently more students in library-related and bibliographically based teaching/learning experiences. Although we recognize the importance of the library's past activities in library instruction, we equally recognize the need to improve our strategy and our methods. Further, we recognize our inability to accomplish these changes without dedicated planning and programming time.

We accept as one starting point Henry Wriston's dictum, "The responsibility for the use of books should not be centered in the librarian,

but in the faculty. ...Instruction in the use of the library should not be separate and formal, but informal assistance in the performance of a regular task." (from The Nature of a Liberal College, 1937) We accept Wriston's reference to 'books" in a generic rather than literal sense, for in an age of increasingly variegated information formats and shapes, undergraduate education should include library instruction that ranges purposefully and systematically over that variety. This is a most propitious time for planning such instruction here at Lawrence, as work on our new media center approaches its conclusion. Also, we expect that the goals of Wriston's "regular task" will be perceived by faculty, librarians, and in time by students also, to include the learning of skills for the acquisition of information.

In a similar spirit we accept the wording of the Standards for College Libraries, 1975: "The primary purpose of college library service is to promote the academic program of parent institutions. The successful fulfillment of this purpose will require that librarians work closely with teaching faculty... (The) major stimulus for students to use the library has always been, and likely always will be, the instructional methods used in the classroom. Thus close cooperation between librarians and classroom instructors is essential.

"Such cooperation is not to come about fortuitously; it must be a planned and structured activity, and it must be assiduously sought."

We would expect that in time, the "academic program" referred to above, as a result of explicit institutional commitment, would demonstrate that its purpose is not simply to hand students information, or even to enable them only to think critically about the information they obtain. Rather, it

should elicit two additional things: 1) a desire among persons to acquire additional information along the lines of their perceived needs, and 2) the skills with which to do it. We suggest that these two, desire and skill, are integrally related. We as librarians hope to make faculty and students (and perhaps even ourselves) much more aware of information resources, and able to use those resources in more satisfactory ways.

We recognize the existing dedication on the part of Lawrence faculty to the teaching/learning process. During the past few months, portions of the faculty have exhibited strong and spontaneous interest in developing a closer working relationship between their classes and the reference librarians. We recognize further the strength of library resources (material and personnel) and the continued commitment of the institution to support those resources. In recent years, we have taken a few initial steps, last year giving bibliographic instruction sessions in Biology, Theater, and Geology classes. Already this year we have exceeded that number, with more already scheduled. (see also project librarian's letter)

But we also recognize that present library participation in the teaching/learning process by way of bibliographic instruction is piecemeal and uneven. We should have time to undertake an in-depth study of our population's various bibliographic needs, of whose existence and nature we are now only partially aware. We should also have time to develop and set into motion a plan to meet those needs. At present, current and necessary responsibilities to faculty and students prevent such a concentrated effort. We strongly feel the need for dedicated time to plan a program of integrated bibliographic instruction.

The time to plan and program such services is ripe here at Lawrence. For the past two years the library staff has directed much of its energy toward planning for and moving into our new library building. A media center stands ready to support our work. But far more important is the increased commitment to and understanding of the place of bibliographic instruction in a liberal arts experience on the part of the library staff. Aspects of integrated bibliographic instruction which were impossible three and four years ago are now very much possible. Improvement in faculty receptivity and in library staff commitment and understanding should enable Lawrence University to maximize the impact of one year of staff time dedicated to planning and programming for integrated bibliographic instruction. (see also accompanying director's letter)

Essentially the planning process has two aspects: first, a needs assessment; secondly, the development of an action plan. A year is needed to identify existing bibliographic instruction needs, to set program objectives to meet those needs, to develop a strategy by which those objectives can be reached within the constraints of what is possible at Lawrence University, to identify methods of implementing that strategy, and to outline methods of evaluating action programs. Our principal target would be those 1,100 students and ninety-nine faculty members in twenty-two departments that are not a part of either the Conservatory of Music or the Physical Education Department. In time, when we have established the program on a solid base, we would expect to extend its coverage to these areas.

By what means specifically do we intend to accomplish all that is involved in our projected planning process?

September

Survey the literature on integrated bibliographic instruction.

Interview a few selected faculty and other university staff in order to gain a preliminary understanding of existing bibliographic needs.

Develop a questionnaire to be given to all sophomores and seniors. The intent of the questionnaire should be to determine the degree of satisfaction each student feels in his ability to carry out the bibliographic aspects of his research projects, to determine his understanding of bibliographic resources, and further to determine any need for elementary instruction at the freshman level.

Arrange interview appointments for October/November.

October/November

Administer the student questionnaires.

Interview between eighty and one hundred faculty, administrators, methods lab personnel, and deans. The intent of the interviews is to determine existing practices and perceived needs related to bibliographic instruction.

December

Summarize, analyze, and evaluate both questionnaire and interview responses. A preliminary list of the bibliographic needs of Lawrence University should result.

Test this list against the understanding of library staff members.

January

Establish a Student/Faculty/Librarian Steering Committee for the remainder of the project. During this month a list of needs for bibliographic instruction at Lawrence University together with some first guesses at the solution to meet those needs should be drawn up through several meetings of the Steering Committee.

Visit several other liberal arts colleges with existing programs in integrated bibliographic instruction, and examine the literature to clarify the list of needs and preliminary solutions.

February/March	Meet separately with each department, the methods lab staff, and with the Vice President for Academic Affairs to review the bibliographic needs identified and the solutions outlined on the basis of January's analysis. The latter part of March should be spent refining the action program solutions resulting from the departmental meetings.
April/May	Meet once again with each department (or possibly with clusters of departments) in order to review the manner of bibliographic instruction which should be used in the future. Some issues likely to be discussed are the manner of introductory bibliographic instruction, the place of bibliographic knowledge in the requirements of departmental majors, the responsibility for bibliographic aspects in instruction, etc. In short, by the end of May, the Library Service Enhancement Program awardee should have worked out with each department a relatively formal and agreed upon Departmental Program of Bibliographic Instruction.
June/July	These months will be used for preparation in anticipation of 1) September seminars for faculty (either by department or by clusters of departments) on the place of bibliographic instruction within the curriculum of the departments in question, and 2) library support programs for bibliographic instruction. Such programs would probably involve the construction of pathfinders, audio-visual aids to support classroom instruction, team preparation of teaching units, etc.
September-June 1977-78	Implementation of the Departmental Programs of Bibliographic Instruction.

My experience as a college and university teacher, a doctoral student, a library student, and now as a professional librarian, has attuned me to the desirability of introducing both students and faculty to the systematic use of library tools. I believe that a good undergraduate education should strive to help the student achieve some understanding of the past, the present, and, to a degree, the future of his or her world. Although preparation for a specific career is important, a more important function is multi-faceted: to stimulate intellectual curiosity in a variety of fields, to help develop systematic and critical ways of thinking, and to provide the student with some basic tools for continuing her or his education after graduation.

Samuel Johnson said that there are two kinds of knowledge, one of which is knowing where to find it. I have no doubt that such knowledge is a vital adjunct to acquaintance with the content itself. As a teacher and scholar as well as a librarian, I am keenly interested in learning more about--and imparting to others--skills for accessing information. This attitude is tied closely to my view that education is not confined to the classroom or to the time spent in school. The amount of information is growing so rapidly each year that we should use "formal" education, explicitly, as an introduction to various aspects of the world and human experience, laying the groundwork for the inquiry that will continue long after the end of undergraduate and graduate education. Greater familiarity with different means of obtaining information will increase the likelihood that individuals will actively acquire the information upon which knowledge and world views are (hopefully) based. I agree with Patricia Knapp's notion about inquiry leading to "acquiry" and acquiry to further inquiry. User studies have repeatedly shown that ease of access is the most important determinant of whether or not a particular source is used. For the most part, the literature has defined difficulty of access solely in terms of propinquity. But I suggest that another barrier is ignorance about information resources that may be very close at hand.

Obviously I wish to participate in this program because of my attitudes sketched above, which cause me to think that improvements in the educational process should be made. But also important is my belief that the improvements can be made in the Lawrence environment--provided that the implementation is gradual and reasonable in its expectations. I have been encouraged by the potential that Lawrence offers for a program of bibliographic instruction. It is an institution that takes justifiable pride in the quality of its education, but at the same time is interested in investigating unfamiliar learning concepts. Since arriving last November, I have given bibliographic instruction sessions in three classes (European history, U.S. history, and demography), and delivered a more formal presentation of lecture and slides to a meeting of the History Colloquium. All four presentations came about without any formal overtures on the library's part. This fact, taken together with the gratifying responses among faculty, students, and staff, convince me that the environment is favorable.

Richard H. Werking

Richard H. Werking
Reference Librarian
Lawrence University

Library Director's Statement

Library Service Enhancement Program

Lawrence University

I.

Why would I like the library of Lawrence University to participate in the Council on Library Resources Library Service Enhancement Program? The answer to that question is in two parts: first, my personal commitment and concern for integrated library instruction at Lawrence University, and second, a recitation of the reasons why the present time is propitious for planning and initiating an improved program of integrated library instruction.

More years of my life have been spent teaching in the classroom than providing library services in the library. I have learned how much students need to be taught not only what to learn, but also how to learn and how to carry out research projects. In my doctoral work in library science, in my teaching at the Graduate Library School at Indiana University, and in both my public library and academic library practice, my main focus has been on the utilization of resources. Even though during my five years here at Lawrence much of my attention has been drawn to the new 100,000 sq. ft. library building into which we have very recently moved, the main goal I seek for the library of Lawrence University is an active participation in the academic process of the institution.

As was mentioned earlier, this is the right time for planning and programming for integrated bibliographic instruction to take place here at Lawrence. Interesting is the evolution of professional staffing patterns over the last fifteen years. During the early sixties the four professional library staff members were assigned as follows: two in Technical Services, one in Public Services, one in Administration. Under a new library director during the late 1960's those four persons were distributed in this fashion: one in Technical Services, one in Public Services, and two in Administration. One of the first things which I carried out after my arrival in 1971 was to shift those four assignments to: one in Technical Services, one in Administration, and two in Public Services. Since 1971 library participation in the teaching process with respect to bibliographic instruction has been an objective which we have sought to achieve. Each year more contacts with faculty were made, better relationships were established, and more opportunities arose for librarians to participate in classroom instruction as well as in informal instruction within the library. The overall climate at Lawrence University has become more and more hospitable to librarian participation in bibliographic instruction. Even more important is the fact that the two present public services librarians are incredibly

strong and dedicated persons. Better than last year, and certainly better than three or seven years ago, is the ability of the public services staff of this library to plan for and carry out a program of bibliographic instruction. We approach this project on the basis of past experience and on the basis of known existing staff strength.

Also of no insignificant value to us is the presence of the lovely new Seeley G. Mudd Library. The impact of the library on campus life has been great. Students who in the past came to the library, found what was needed, and left, now come to the library, find what is needed, and stay. Traffic within the library has increased; opportunities for informal bibliographic instruction have similarly increased. Virtually everyone connected with Lawrence University would concede that the library holds a very important position.

In summary, the climate is right; our staff is prepared; a new library and a new media center stand prepared to support our programs. The administration pledges its continued support particularly by way of resource development, following its past practice of increasing acquisitions budgeting at a rate far higher than that rate at which other campus activities grow each year. Most of us at Lawrence University are commited to the improvement of integrated bibliographic instruction. We are ready to move. And we hope that CLR can help us make that move.

II.

Richard Werking was selected from among the library staff as the candidate for receiving the Library Service Enhancement Program Grant. He was selected by consensus after all professional staff debated who was the person best prepared to carry out the program. Richard Werking is a remarkable person. Although he only joined our staff at the beginning of this academic year, his stature among the faculty is recognized; his position is secure. He is comfortable, articulate, and intelligent in his communication with students and faculty. He is thoroughly at ease with all people; both his style and his bibliographic competence readily win the confidence of those with whom he deals. Naturally, I wish Richard Werking had another year or two of experience behind him. But I'm not really convinced that another year or two would make all that much difference in Richard Werking's ability to carry out the Library Service Enhancement Program. Richard Werking has a fine grasp of library problems. He is effective both in recognizing user needs and in assisting users in uncovering resources. And of critical importance, his dedication to not only providing services to existing users but also to expanding the user base is without question.

There is not a shred of doubt in my mind about Richard Werking's ability to carry out the Library Service Enhancement Program with complete competence. He enjoys my complete support as well as that of every other library staff member.

Dennis Ribbens
Library Director
Lawrence University

Dear _____,

You were selected along with a small group of other students to help us get information about the Lawrence library program. Because the library staff are soliciting this information from such a small group, your response is very important.

It will take only about fifteen to twenty minutes to fill out this form.

If you would like to know the results of this survey, we would naturally be glad to share them with you. Feel free to contact me in a few weeks, at extension 533 or 229, or send a note addressed to me at the library. Later in the academic year we will send you a complete report, showing the results.

We will treat your response as confidential, so do not leave this card on the form unless you want to. When you have finished the questionnaire, please seal it in the attached envelope and drop it in the campus mail. If you remove this card with your name on it, fold it in half so that the reverse side shows, and drop it in the campus mail as well; my address is on the reverse side. In this way we will know that you have returned a questionnaire.

Please return the questionnaire as soon as you can, and by January 19 if at all possible.

Thank you very much for your assistance.

Sincerely,

Richard Werking, Project Librarian
Library

In Re. Questionnairing---

1. Hand the questionnaire to the individual, telling her or him that it's important. Make the person believe that it is important and make it clear yourself that you believe it is. Also ask them to be completely candid and straightforward in their responses--that's the only kind of information that will be useful to us and the only way we can improve the library.

2. If in your bundle is a questionnaire for someone you'd rather not have to give it to and remind if necessary, get it back to me.

3. I'll leave a master list on closed reserve (under "LSEP Questionnaire") to let you know who I've received cards from. Ask for it at the reserve desk. I'll update it twice a day, crossing off names as I receive cards. Please check there at least once a day, beginning Jan. 19 at the latest.

4. After Jan. 19 see who still hasn't gotten a questionnaire back and remind them once. Let a few days go by (3 or 4 or 5) and remind them again. I figure twice is enough, but with some people you could still get a result with more reminders. Use your own judgment. Let me know the second time you remind someone.

5. Keep me posted on things as necessary via notes under the door, call me here (x5331) or at home (731-7930), etc.

6. Included in this bundle is a payroll sheet. Let me know at the top of the sheet if you're on payroll already or not. Get the sheet to me, filled out, when you're done, and I'll send it in. Pay period ends February 2; so you should have time, but get it to me as soon as you're done.

7. Keep your own record of: a) your time, including the introductory meeting, checking reserve, tracking people down, talking to them or me about this, etc. b) the people you're responsible for.

8. Check through your stack of questionnaires while you still have them all, and if the recipient's name is misspelled, or I use Ms. instead of Mr. or vice versa, let me know.

9. Thanks very much

Dick

Monday, 1/17, 3:00

To: Alston, Bolz, Brouwer, Chandler, Cowan, Einck, Kinsell, Lien, Ritter, Schmidt, Schultz, von Oppenfeld

One small problem has started to present itself re questionnaire distribution and return. So far I've received 16 questionnaires and only a dozen cards with the recipient's name. I know now that I should have asked you to explain to the recipient that part of the instructions pertaining to sending in the card. If you still have questionnaires to distribute, please explain the logistics to the individual.

When it comes to reminding the person about returning the questionnaire (and you may want to wait a couple of days after the 19th, depending on when you delivered the thing), and you're told that he or she did send one in, ask the person if he also sent in a card. That may be the problem.

Dick Werking

June 1, 1977

Dear _____,

In January of this year, you helped the library staff conduct a survey of a group of Lawrence students. As you'll recall, we wanted information from you concerning your attitudes toward the library, your activities in the library, your use of library resources, and your thoughts about your ability to make effective use of the library.

Thanks to you, we obtained an excellent response rate. Of the 142 questionnaires that were distributed, 134 were returned, for a rate of 94%.

In the note explaining the questionnaire, I promised you a complete report, showing the results. Because of the large number of questions, we are still analyzing the results of the survey. Consequently, this report is not quite as complete as I had hoped it would be. Nevertheless, we have analyzed what seems to be the most important parts of the questionnaire, and I would like to share the results with you.

If you have any comments, suggestions, or questions, please feel free to get in touch with me at the library.

Thank you again for your assistance.

Sincerely,

Richard Werking
Project Librarian

Lawrence University MEMORANDUM

To Members of the Faculty and Administration

From Richard Werking **Date** June 1, 1977

Subject Library Service Enhancement Program--Questionnaire Report

As you are aware, we in the library have been studying ways of bringing the library and the rest of the academic program closer together. In January, as an important part of our planning year, I used a questionnaire to survey a sample of Lawrence students.

In developing the questionnaire I received much assistance from my colleagues in the library, faculty, students, and persons from other institutions. Rusty Campos and Michael Hall have been particularly helpful and generous with their time. None of these persons, of course, is responsible for whatever defects remain in the questionnaire.

The steps in the survey itself were as follows:

1) The population from which the sample was drawn consisted of full-time Lawrence students, presumably on campus, who were neither freshmen nor Bachelor of Music majors.

2) A simple random sample of 150 names was produced by the Computer Center.

3) The 150 names in the sample were typed and a dozen copies of this list produced.

4) I hired a dozen students I knew, gave each of them a list of the names, and asked them to indicate those persons they knew well and those they knew slightly. Each student then received a group of questionnaires to distribute to individuals whom he or she knew.

5) The students distributed the questionnaires personally. Respondents completed the form at their convenience and sent it to me in an attached envelope.

6) Of the 150 persons in the sample, eight were no longer on campus for one reason or another: extended field trips, internship programs, etc. No distribution was made to them. Of the 142 that were distributed, 134 were completed and returned, a response rate of 94%. Three persons who received and completed questionnaires reported themselves as Bachelor of Music majors; their questionnaires were consequently withdrawn, reducing the figures to 131 of 139.

When I asked students to complete the questionnaire, I promised them a report showing the results. Because of the large number of questions, we are still analyzing the results of the survey. Nevertheless, we have analyzed responses to some important parts of the questionnaire, and I am sharing the results with the students who participated. It seems only appropriate that I share these results with faculty and administration as well.

I invite your comments and suggestions.

Let me add that I will send a final report about the Library Service Enhancement Program planning year to the faculty and administration sometime in August.

SURVEY OF LIBRARY USE Questionnaire Report -- Part A

(The numbers or letters in parentheses after the answers are for our use & can be ignored.)

I.

1. What is your age? 19 -- 27% 20 -- 30% 21 -- 36% 22 -- 5%

2. What is your sex? 41% Female(1) 59% Male(2)

3. What is your class at Lawrence? 31% Sophomore(2) 37% Junior(3) 32% Senior(4)

3a. If you are a transfer student, how many terms have you been at Lawrence? ____

4. What is your grade point average? _____ (See "Part B")

5. What is, or is likely to be, your major? _____ (See "Part B")

II.

1. Please give the title (or very brief description) of the most extensive research paper or project you have completed in college.

Science -- 14% Social Science*-- 50% Humanities -- 30.5%
(*Includes topics in History and Psychology)

2. For which course did you conduct this research? _____

3. Please list very briefly all the things you can remember using to find books, articles, and other information about your topic. (Such as, perhaps, suggestions from professors or fellow students, card catalog, Readers' Guide, etc.)

(See "Part B")

4. "I now have confidence in my ability to conduct research on several topics without overlooking much important information." How do you feel about this statement? Please check (✓) the response that most closely reflects your feeling.

19% Strongly agree(1) 11% Feel neutral(3) 5% Strongly disagree(5)

42% Moderately agree(2) 14.5% Moderately disagree(4) (See also "Part B")

6% Have had no occasion to conduct research on a topic(9)

III.

1. Have you been in the library building sometime during your past three terms at Lawrence (except for attending a class that meets there)? 98.5% Yes(1) 1.5% No(2)

2. Which of the following best describes, on the average, how often you go to the library (again, except for attending a class that meets there)?

1.5% less than once a month(1)
12% 1 to 3 times a month(2)
24% 1 to 2 times a week(3)
42% 3 to 6 times a week(4)
11.5% 7 to 10 times a week(5)
8% more than 10 times a week(6)

(to other side of page)

3. Please rate each of the following activities by checking (✓) the one box that best describes the activity's importance to your use of the library:

	Very important (1)	Moderately important (2)	Feel neutral (3)	Of little importance (4)	Of no importance (5)
a. checking out books from general collection (stacks)	44%	32	10	9	4
b. checking out books & articles from reserve	47%	37	10	4	0
c. reading books you could have checked out but didn't	9%	18	27	24	20
d. reading your own materials that you bring to the library	37%	31	8	11.5	11.5
e. reading current newspapers	21%	30.5	12	18	18
f. reading current (unbound) magazines and journals	14.5%	30.5	19	18	17
g. reading bound magazines & journals	24%	32	18	11.5	12
h. using indexes and abstracts	31%	34	16	7	11.5
i. using other reference books	34%	42	15	8	1
j. receiving assistance from librarians	27%	24	28	17	4
k. using microfilm or other microform materials	11.5%	18	27.5	17	25
l. using government documents	10%	14	25	14	36
m. using maps from the map collection	1.5%	11	25	14.5	47
n. using the xerox machine	43.5%	35	9	6	5
o. using group study rooms	11.5%	20	22	21	24
p. using typing carrels	1.5%	5	14.5	17	61
q. reading books that are unrelated to course work	13%	24	24	16	21
r. using Interlibrary loan (if used, check one of below)	19%	18	15	8	30.5

19% 1-3 requests per year(1) 14% 4-10 requests(2) 8% 11-30(3) 2% 31-75(4)

1% more than 75 (5) (Not checked: 56.5%)

s. Other (please specify & rate)				

IV.

The following is a list of items in the library which students and faculty in various fields have used. Which of them do you remember using, at any time during college, to find books, articles, and other materials, and how helpful did you think they were in locating information that was useful to you?

Please check (✓) the "Used?" column for each item that you remember using, and then rate it in the "Helpful?" column according to the following scale:

1=no help at all 2=of little help 3=feel neutral 4=moderately helpful 5=very helpful

Note: This is absolutely not a list of research tools that you "should" have used. It is highly unlikely that any student has used all, or even nearly all, of them. Some students haven't used any. Please indicate only those which you remember using.

		Used? (✓)	Helpful? (number)
a.	Readers' Guide to Periodical Literature	76%	4.19*
b.	Social Sciences & Humanities Index	24%	3.78
c.	Public Affairs Information Service ("PAIS")	13%	3.82
d.	International Bibliography of the Social Sciences (Economics, Sociology, Political Science, Anthropology)	22%	3.45
e.	Sociological Abstracts	9%	3.64
f.	Index Medicus	7%	3.89
g.	Biological Abstracts	29%	3.95
h.	Psychological Abstracts	26%	4.12
i.	Journal of Economic Literature	10%	4.0
j.	Bibliography & Index of Geology	4%	3.40
k.	Essay and General Literature Index	11%	3.86
l.	government documents indexes	28%	3.84
m.	The Philosopher's Index	1%	5.0
n.	Art Index	11%	3.79
o.	Music Index	8%	4.20
p.	Education Index	4%	4.20
q.	Chemical Abstracts	13%	4.18
r.	Mathematical Reviews	2%	4.67
s.	newspaper indexes	29%	4.13
t.	card catalog:		
t1.	author catalog	93%	4.50
t2.	subject catalog	93%	4.48
t3.	title catalog	86%	4.46
u.	Current Contents	6%	4.0
v.	book review indexes	20%	4.23
w.	Physics Abstracts	1.5%	4.0
x.	MLA Bibliography	4%	4.0
y.	Historical Abstracts	5%	3.71

z. Other (If you don't remember or recognize titles, by all means feel free to identify by color, location, type of information the item contains, etc.)

(*Average "helpfulness" calculated, on the 1 to 5 scale, only for users.)

(to other side of page)

V. In this section, please make your ratings using the following scale:

IF YOU CIRCLE	IT MEANS YOU
SA	Strongly agree with the statement
A	Moderately agree with the statement
N	Feel neutral about the statement
D	Moderately disagree with the statement
SD	Strongly disagree with the statement

(See "Part B")

1. SA A N D SD My undergraduate education (so far) has given me all the preparation I need for finding information in the library.

2. SA A N D SD My professors, in general, encourage students to use the library.

3. SA A N D SD Whenever I do research for a paper in the library I feel that there are sources of information on my topic which I am missing.

4. SA A N D SD The library does not have a sufficiently large collection of books and journals.

5. SA A N D SD The library should offer instruction in how to use libraries.

VI. When you have trouble finding information in the library, what are you most likely to do? Give that response a rating of 1. What are you next most likely to do? Give that response a 2, etc. If you are equally likely to make two or more responses, give them the same number.

___ask another student for assistance(a.) ___ask at circulation desk(b.)

___ask a professor(c.) ___ask a reference librarian(d.) ___give up(e.)

___other (please specify)(f.)

VII. Please feel free to offer additional comments or suggestions about the library: (use an additional sheet of paper if necessary)

Thank you for your time

I. 4. Grade Point Average of Respondents:

Less than 2.01 -- 2%

2.01 to 2.50 -- 23%

2.51 to 3.0 -- 30%

3.01 to 3.50 -- 22%

3.51 to 4.0 -- 20%

I. 5. Major of Respondents:

Library Service Enhancement Program - Student Survey

M A R G I N A L F R E Q U E N C I E S

Variable MAJOR1 FIRST MAJOR MENTIONED

Value label	Value	Absolute Frequency	Relative Frequency
NOANSW	0	1	0.8%
ART	1	5	3.8%
ENGLSH	4	12	9.2%
FRENCH	5	3	2.3%
GERMAN	6	2	1.5%
MUSIC	7	2	1.5%
PHILOS	8	2	1.5%
RELIGN	9	4	3.1%
SLAVIC	10	2	1.5%
SPANSH	11	1	0.8%
THTRDR	12	1	0.8%
HISTRY	14	6	4.6%
GOVNMT	15	10	7.6%
ECONOM	16	15	11.5%
ANTHRO	17	7	5.3%
SOCIOL	18	4	3.1%
URBSTD	19	1	0.8%
PSYCH	20	12	9.2%
BIOLOG	21	17	13.0%
CHEMIS	22	15	11.5%
GEOLOG	23	2	1.5%
MATH	24	6	4.6%
PHYSCS	25	1	0.8%

Variable MAJOR2 SECOND MAJOR MENTIONED

Value label	Value	Absolute Frequency	Relative Frequency
NOANSW	0	112	85.5%
ART	1	1	0.8%
CLASCS	3	1	0.8%
ENGLSH	4	1	0.8%
MUSIC	7	1	0.8%
HISTRY	14	1	0.8%
ECONOM	16	2	1.5%
BIOLOG	21	5	3.8%
CHEMIS	22	6	4.6%
MATH	24	1	0.8%

II. 3.

The resources that respondents most frequently recalled using to find information were:

a) card catalog (mentioned by 83% of the respondents)
b) suggestions from professors (56.5%)
c) Readers' Guide (45%)
d) bibliographies and references in books and articles (26%)
e) browsing in books and journals (16%)
f) librarians (13%)
g) other indexes and abstracts--referred to by name or in general (12%)
h) New York Times Index (9%)
i) suggestions from other students (8%)
j) other bibliographies--referred to by name or in general (8%)
k) various encyclopedias and dictionaries--referred to by name or in general (7%)

Some of the most generally useful indexes and abstracts in a college or university library are Social Sciences and Humanities Index, Public Affairs Information Service Bulletin, and Essay and General Literature Index. The percentage of respondents who mentioned them was, respectively: 5%, 4%, and 2%. (On page 3 of the questionnaire, where students were asked to check titles of materials they had used, these figures rose to 24%, 13%, and 11%, respectively.)

II. 4.

In response to this statement ("I now have confidence in my ability to conduct research on several topics without overlooking much important information"), the results were as follows:

61% of the respondents agreed
20% disagreed
11% were neutral
6% had not conducted research

Among sophomores, 59% agreed, 22% disagreed. The remainder were neutral.
Among juniors, 48% agreed, 29% disagreed.
Among seniors, 78.5% agreed, 7% disagreed.

Among those with GPA's between 2.01 and 2.50, 73% agreed, 10% disagreed.
Among those with GPA's between 2.51 and 3.0, 54% agreed, 20% disagreed.
Among those with GPA's between 3.01 and 3.50, 59% agreed, 14% disagreed.
Among those with GPA's between 3.51 and 4.0, 58% agreed, 35% disagreed.

(For the most part, the number of majors in a given department is too small to allow me to draw any firm conclusions at this time about the relationship between a student's major and his or her responses.)

V. 1.

In response to this statement ("My undergraduate education so far has given me all the preparation I need for finding information in the library"), the results were:

36% of the respondents agreed
46% disagreed
17% were neutral

Among sophomores, 19.5% agreed, 61% disagreed.
Among juniors, 33% agreed, 46% disagreed.
Among seniors, 55% agreed, 31% disagreed.

Among those with GPA's between 2.01 and 2.50, 45% agreed, 34.5% disagreed.
Among those with GPA's between 2.51 and 3.0, 26% agreed, 56% disagreed.
Among those with GPA's between 3.01 and 3.50, 31% agreed, 52% disagreed.
Among those with GPA's between 3.51 and 4.0, 44% agreed, 44% disagreed.

V. 2.

In response to this statement ("My professors, in general, encourage students to use the library"), the results were:

68.5% of the respondents agreed
21% disagreed
11% were neutral

Among sophomores, 63% agreed, 24% disagreed.
Among juniors, 67% agreed, 19% disagreed.
Among seniors, 76% agreed, 19% disagreed.

Among those with GPA's between 2.01 and 2.50, 76% agreed, 10% disagreed,
Among those with GPA's between 2.51 and 3.0, 69% agreed, 26% disagreed.
Among those with GPA's between 3.01 and 3.50, 70% agreed, 17% disagreed.
Among those with GPA's between 3.51 and 4.0, 58% agreed, 31% disagreed.

V. 3.

In response to this statement ("Whenever I do research for a paper in the library I feel that there are sources of information on my topic which I am missing."), the results were:

67% agreed
9% disagreed
23% were neutral

Among sophomores, 61% agreed, 15% disagreed.
Among juniors, 66% agreed, 8.5% disagreed.
Among seniors, 76% agreed, 5% disagreed.

Among those with GPA's between 2.01 and 2.50, 69% agreed, 10% disagreed.
Among those with GPA's between 2.51 and 3.0, 77% agreed, 3% disagreed.
Among those with GPA's between 3.01 and 3.50, 63% agreed, 13% disagreed.
Among those with GPA's between 3.51 and 4.0, 54% agreed, 11.5% disagreed.

V. 4.

In response to this statement ("The library does not have a sufficiently large collection of books and journals"), the results were:

50% agreed
25% disagreed
24% were neutral

Among sophomores, 37% agreed, 39% disagreed.
Among juniors, 50% agreed, 19% disagreed.
Among seniors, 64% agreed, 19% disagreed.

Among those with GPA's between 2.01 and 2.50, 55% agreed, 31% disagreed.
Among those with GPA's between 2.51 and 3.0, 54% agreed, 20.5% disagreed.
Among those with GPA's between 3.01 and 3.51, 43% agreed, 13% disagreed.
Among those with GPA's between 3.51 and 4.0, 46% agreed, 35% disagreed.

V. 5.

In response to this statement ("The library should offer instruction in how to use libraries"), the results were:

72.5% agreed
4% disagreed
24% were neutral

Among sophomores, 88% agreed, 0% disagreed.
Among juniors, 69% agreed, 4% disagreed.
Among seniors, 62% agreed, 7% disagreed.

Among those with GPA's between 2.01 and 2.50, 70% agreed, 7% disagreed.
Among those with GPA's between 2.51 and 3.0, 77% agreed, 0% disagreed.
Among those with GPA's between 3.01 and 3.50, 72% agreed, 3% disagreed.
Among those with GPA's between 3.51 and 4.0, 65% agreed, 8% disagreed.

VI. Students reported that if they were having trouble finding information in the library, they would be most likely to:

a) Ask another student for assistance (15% of respondents)
b) Ask at the circulation desk (44%)
c) Ask a professor (1%)
d) Ask a reference librarian (49%)
e) Give up (1%)

VII.

At the end of the questionnaire, students were invited to make additional comments. The matters upon which they commented most often, in descending order, were: library resources (28 persons); studying in the library (24); bibliographic instruction (16); general matters (15); hours (15); reference service (13); other public services (13); and fines (10). Other topics received attention from fewer than ten respondents.

Library resources: All the respondents urged the library to acquire more books and, especially, journals in various fields.

Studying in the library: These responses were mixed, with about half the students finding the library a pleasant place to study and the other half finding it unpleasant--usually too noisy or too cold.

Bibliographic instruction: All respondents were in favor of some form of bibliographic instruction for students. Suggested formats included introductory lectures, printed guides, courses for 1/3 credit, and instruction by faculty.

Hours: All respondents requested longer library hours, especially on weekends.

General: Six persons expressed their pleasure about the library building and its services; five others disliked the library's atmosphere or architecture.

Reference service: Three persons wrote that the reference librarians were not available when they needed assistance; eight others wrote that the reference librarians were helpful and available.

Other public services: Four respondents praised the assistance given by the library staff in general; one was critical.

Fines: Nine of the respondents were critical of the fines system.

Tutorials and Independent Work

Lawrence has a well-established tradition of tutorials and independent study. They were introduced into our curriculum long before they became fashionable. They are also often cited as an element of attraction by incoming students. Paradoxically, these thriving programs assume an incredibly low profile in the image projected by institutional publications (e.g., three brief paragraphs on p. 19 of the 1976-78 About Lawrence). Yet on the average, Lawrence B.A. students take two tutorials and one term of independent study during their years at Lawrence. Aggregate enrollment for the years 1971-72 through 1975-76 includes 4.8% tutorials and 2.2% independent study (again excluding University Courses, Freshman Seminars, education, and music). Each faculty member evaluates 4.3 tutorials, 2.0 team units of independent study per year, on the average. The breakdown of individualized instruction by classes in 1975-76 was:

Class	Number of Course Units (and % of Column Total) Tutorial	Independent Study	Total
Seniors	267 (53%)	199 (86%)	466 (63%)
Juniors	165 (33%)	30 (13%)	195 (27%)
Sophomores	48 (9%)	2 (1%)	50 (7%)
Freshmen	12 (2%)	0	12 (2%)
Special Students	10 (2%)	1 (0%)	11 (1%)
Total	502 (99%)	232 (100%)	734 (100%)

Additionally, each year-end report of the University Committee on Honors summarizes the significant percentage of seniors (10% in 1975-76) graduating with Honors in Independent Study.

The Sub-Task Force on Curriculum Alternatives reaffirms the University's commitment to tutorials and independent study; encourages their further and systematic development; recommends that this program be given maximum visibility in Lawrence's publications and in the recruitment of new students; and that expanded instruction in tutorials and independent study be included into the normal teaching load of the faculty.

The Library in the Academic Program

Consistent with its strong support of individual learning, the sub-task force believes that the purpose of our academic program includes more than the vital tasks of imparting information to students and helping them think critically about the information they obtain. Our students should also learn the skills with which to acquire information according to their needs, thus developing as independent learners. They should become more aware of the variety of information resources available in or through libraries in general and this library in particular, and aware also of the ways in which they can more effectively exploit these resources. Our efforts in this direction should not be viewed as something ancillary to the curriculum, but as an integral part of the academic program. (See Appendix D.)

Calendar

Since 1962-63 Lawrence has had a 3-3 academic calendar. Contrary to the previous experience with the ordinary semester calendar, the 3-3 system has been a perennial issue at the University, always ultimately resolved in favor of the 3-3 calendar. In the course of its consideration of other pedagogical questions, however, the Sub-Task Force on Curriculum Alternatives kept encountering the constraints of

APPENDIX D

The Library in the Academic Program

Purpose

A liberal education may consist of many elements, and we would not attempt to address them all. Two elements that do seem particularly important are discussed in the Lawrence University publication, About Lawrence (1974, p. 15):

> Liberally educated persons are skeptical. They reject the idea that there is one truth, one perspective, one important set of values. The physicist and the poet approach reality differently; the historian and the political scientist have different ways of studying the same revolution. A liberal education cultivates skepticism -- skepticism that poses honest and hard questions to the specialist, and it adds a slight doubt along with the mastery of every theory, critique of every poem and draft of every paragraph.
>
> A liberal education tries to free students from the limits of a single vocation and from an inability to change with the times. Liberally educated students gain the capacity and self-confidence to move flexibly from one area of specialized knowledge to another, to learn steadily and quickly and to build upon the transferability of knowledge. In essence, a liberal education, despite its relative lack of specialization, becomes sound preparation for a world in which the explosion of knowledge can make some areas of learning quickly obsolete.

In sum, although a liberal education may have as one of its outcomes preparation for a specific career, its purposes are more important: to stimulate intellectual curiosity about a variety of subjects; to develop systematic and critical ways of thinking, including a healthy sense of skepticism; and to provide the student with basic skills for learning how to learn.

Although such stimulation and development do occur at Lawrence, we should be more purposeful and systematic about exposing as many of our students as possible to such an educational experience. One answer, certainly, is our present and growing commitment to individual study.

In this regard, the purpose of the academic program at Lawrence should include more than the vital tasks of imparting information to students and helping them to think critically about the information they obtain. Students should also learn the skills with which to acquire information according to their needs, thus developing as resourceful independent learners. Independent thinking must be based on information, and we are all potential victims of our sources of information. Hence we must be skillful in learning how to tap intelligently a variety of information sources -- different kinds of books, journals, indexing and abstracting services, government documents, newspapers, machine-readable data bases, etc.

Most of these sources are available in institutional libraries. Consequently, Lawrence faculty and librarians working together should make our students more aware of the variety of information resources available in or through libraries in general and this library in particular, and also make them aware of the ways in which they can more efficiently exploit these resources. As part of the process we should, where appropriate, make students aware of two additional things: (1) the structure of the literature in a given field or group of fields -- i.e., how scholars create and disseminate new knowledge; and (2) the basic differences between "literature" and "data" as they relate to a particular field.

By drawing attention to these latter points, we will personalize the research process, helping students recognize that as they investigate, discover, evaluate, and report they and thousands of other individuals are engaged in the same process. It is likely that such recognition, in conjunction with a higher skill level for gaining access to information, will serve as an impetus to their spirit of inquiry. As a result it should perceptibly narrow the gap between what recognized scholars do and what our students do and can do throughout their lives. By the time students graduate from Lawrence, we would see them not only as receivers and analyzers of the information they receive, but also as contributors to knowledge in their own right.

Some portions of the Lawrence community have already begun to address systematically the issue of academic skills. Our current CAUSE proposal asks for funds with which to enhance faculty skills in conversational computing and, with the help of librarians, to make faculty and students aware of the availability and accessibility of machine-readable data bases (November 22, 1976, especially pp. 20-21). Also, over a year ago, the Ad-hoc Committee on Student Writing observed that "any program affecting all freshmen and a number of the faculty should encourage the acquisition of those skills which make subsequent course work easier." (February 16, 1976, p. 1) Defining a problem, obtaining a variety of information, formulating conclusions based on the information, and reporting clearly -- these are skills useful to most adults in our society. And it is at a place like Lawrence, with its present and growing commitment to independent study, its sound academic program, and its excellent information resources, that students can best acquire these skills.

Teaching skills for information retrieval is something Lawrence should do even if it were not facing the problem of declining enrollments. But the current situation makes such teaching even more desirable. Our recruiting materials could emphasize that Lawrence is one of a very few schools in the country with a library service enhancement program, initiated with funds from a national foundation. As they wrote prospective employers, our students could emphasize that they had learned how to learn (a skill that will hardly become obsolete), and they could point specifically to certain characteristics of their Lawrence education.

Proposal

Among its pedagogical goals Lawrence University should explicitly expect its students to develop skills with which they can best educate themselves, including the ability to acquire information. Since on a college campus much relevant information may be obtained from the library, students should become skilled at retrieving, either in the library or through it, information which relates to their areas of interest. We should not view this skill as a frill or something "added on" to the curriculum, but rather should consider it an integral part of our academic program.

EVALUATION OF LIBRARY INSTRUCTION Appendix E

Summary of Student Evaluations During Winter and Spring Terms

Course Title: Professor:

1. Were you in class on the day a librarian discussed library resources pertaining to this course?

151 Yes ___ No

2. At the conclusion of the presentation, how useful did you think it was going to be for this course?

18% Very useful 36% Quite useful 37% So-So 7% Only slightly useful 3% Not at all useful

Mean=3.58 Median=4.0 (on scale of 5-4-3-2-1)

3. Do you think the presentation:

16% Took too much time? 80% Was about the right length 3% Was too short

4. Now that this course is over, do you have the same opinion about how useful the presentation was for this course?

78% Yes 21% No

If "No", how useful do you now think it was?

New Alignment: Median=4.0 Mean=3.60

21% Very useful 35% Quite useful 29% So-So 11% Only slightly useful 3% Not at all useful

5. How useful do you think this particular presentation was for courses other than this one?

16% Very useful 48% Quite useful 27% So-So 8% Only slightly useful 0% Not at all useful

Median=4.0 Mean=3.73

6. How useful do you think some library-oriented presentation (whether by the professor, a librarian, or some other person) would be for some of your other courses?

22% Very useful 48% Quite useful 14% So-So 5% Only slightly useful 4% Not at all useful

7% Don't know

Median = 4.0 Mean = 3.86

If it would be useful, in what ways?

7. Please use this space and the back for any elaboration or suggestions that will help us evaluate this type of instruction.

Thank you for your time

THE COMMENTS OFFERED BY STUDENTS ON PRESENTATIONS TO CLASSES:
(See Appendix E for the questions)

2.

I already have done much research on T.P.'s

[Not very useful] simply because I hadn't applied the knowledge. Without that basic knowledge or presentation the research would have been impossible.

I have had the talk before in another course.

[Not at all useful] because this course is not a research course.

[Only slightly useful] but more useful for research courses.

4.

More useful

Maybe

It was not useful to me because of the subject of my paper.

5.

[Quite useful] though once you've had it it would be hard to sit through it again and again unless it was more specialized.

Freshman year I could have used more of this type of an introductory library session.

Useful for other Biology courses.

[Quite useful] for Government courses.

Quite useful for any social science and only slightly useful for other divisions.

I happened to already know most all of it.

6.

Obviously, a course of this type would prove valuable for the purpose of learning how to use that huge building on Lawrence University's campus. Before this presentation, I only knew how to use the card catalog and a couple other references. A portion of the course could have been donated to "the layout of the library." I still get confuded at times.

To learn to use the library to the best benefit

It depends on the class, but the references and materials available are so extent, it's nice to know that they're there and you can apply them to almost any topic.

Let you know what is available pertaining to other fields.

Each course has different needs. Example--for Biology, a tour of the Biological Abstracts would have been terribly helpful

Knowing where to find all the information in the library is an immense help for all classes

Not remembering very much about how everything works, anything new I can learn will help.

Some people are totally lost when it comes to writing and going about researching term papers.

It's good to know just what our library has and where to find it.

I could know more about the library.

Being able to use the library resources lets a person research any subject he wants regardless of the subject (class) he is taking.

It's a pity to get through 4 years of college without knowing that other instruments of reference exist besides the card catalog.

It would be useful to know of resources that pertain specifically to what the course is about. And maybe it could be worked in that someone could let people know the names of specialists in the field and maybe some of the books that they have written or whatever...

Research topics, additional help to class materials

It helps me find lots of useful data that is not in the card catalog under "subject" which is all I used to look under.

Depends on the course.

It may bring to light certain resources which one previously was unaware of.

I think a lot of people do not know where things are in the library.

Any research oriented class would be greatly in need of any additional help possible.

6. (cont.)

Students should be aware of all the library resources at their disposal for a particular course and know how to use them, especially courses utilizing specialized library materials.

Such specific, topic-oriented instruction would be useful for other classes to the extent that students in the particular classes are not familiar with the holdings, and location of those holdings, within the library.

Helps you to become acquainted with the library.

Most people don't know how to use the library well.

It depends on the content of the course and depth of research required.

It would be useful in orienting students with Reference materials and with books in the stacks that pertain directly to the particular course. It is sometimes difficult to find something that you don't know exists.

Help for doing research papers in other courses--for example, Psychology.

I think the presentation is useful because it makes people aware of the resources available for use.

As a freshman, I was totally unacquainted with the library and its resources until I was forced to use them. If a student was acquainted with those resources, researching for non-research papers in other courses would be easier and more valuable and become an inherent part of writing any paper.

I'd learn where to look for the books that would help me for that class.

Help the student to find materials in the library quicker. I was totally unacquainted with the search system involved in having to find a book before the presentation.

If a large research paper is required in the class, this instruction is very useful--only perhaps for the first time.

To get acquainted or introduced to reference tools of the library--often one does not know that they even exist.

In a class with research papers, it would be very useful.

Perhaps make it easier to find material on a specific subject, but in general it wouldn't help much.

Help in finding materials for term papers which are always needed.

Research papers.

Acquaintance with library materials.

Reference presentation.

Just getting people exposed to important library materials

6. (cont.)

Many students aren't aware of half of the resources available to them at the library, or if they are, they don't know how to use them.

I have no other research courses this term.

It would indicate what resources are available for the course, where they are located and how to use them.

It would make me aware of the resources in the library, and where to find them, how to use them.

It helps.

Knowledge of reference materials.

Describing your screwy shelving system and the difficult research materials.

Would not be useful to my music classes.

It would help me with big research papers in small classes.

Other courses require research also, so it would be good in them, too.

Would be useful if I hadn't had a library introduction before. Or possibly a more elaborate introduction.

Makes student more aware of references available when working with literature.

For all types of research-papers in general.

It would show us materials that would be pertinent to one course (dept) and not for others. (For example, the Spanish Encyclopedia wasn't mentioned in this presentation.)

It would make known available sources to students (e.g. bibliographies, indexes, etc.).

Earlier in a student's college career.

It shows the students that aren't used to using the library where to find sources and other helpful aids for research. Without some presentation, many of the aids are never discovered.

I might be better able to find useful and relevant information in the library when I need it.

It would be useful in determining what resources are actually available to a student and how to get at those resources. Even just telling the student where certain things are located in the library is helpful.

Depending on the course. Teaching about other sources available (i.e. Gov Docs).

6. (cont.)

Instruction as to where and how to find resources.

Integrates the student into the library and saves time and effort on the student's part.

Same way this one was--process of finding what you want, and more of an awareness of library holdings.

It would help better the way I research. But . . . didn't do that great a job.

Lets students know what resources are available.

Finding material.

I found that you can find so much more interesting material that adds to the course.

Lets one know what is available in the library.

Making students aware of all areas of information that the library has to offer.

On the whole, students are a bit confused about use of the journals for research--often they are a little mixed-up about researching in general. The presentation and handout helped.

Same way this one was useful--help us learn how to find information.

Lets us know about reference materials that pertain to that course directly.

Talking about reference books available in other fields and different ways of pursuing topics in other areas would be useful.

It would be useful for making the student aware of all possible resource materials.

I really didn't know about all the different references until the presentation.

It would be useful because it would emphasize the resources available for each course.

It would be especially helpful in classes where the professor assigns a term paper and gives no indication how to research the topic.

Helps in knowing how to research for other courses.

Research papers, even honors projects.

The library discussion for this course was very useful to introduce the student to the facilities. In the future, such a program would not be as useful now that I am familiar with the library in general. I will, however, never know all there is in Mudd.

Some of our other courses require research therefore that presentation would help us do that in the best possible way.

Since so much stress is placed on library work at L.U., I think it's pretty important to know how to use the library.

6. (cont.)

A presentation by the librarian for a course in which a research project is required would be useful.

Just to make me familiar with resources in the library that I wouldn't normally know anything about (i.e. some indexes and bibliographies).

Unfortunately, I never knew what resources for research were available in the library or how to use them. I could have used this information earlier.

For research processes and my own interests.

For any advanced course (Where are the bibliographies?, etc.).

Research resources.

Research methods are invaluable and we do not learn about them in our day to day undergrad existence.

Presentation of some material useful for some areas of study and not for others.

In providing sources.

Few students really know what the library has to offer and this serves as an opportunity to really do good research.

Indicating materials, esp. Reference materials, that might be useful.

To get a concentrated survey of what materials are available--for writing papers, etc.

6. (cont.)

The same way this would be useful, except once I've had the presentation, I don't know how much good a second presentation would do.

As general orientation to some things I didn't know about.

Help on research papers.

Excellent idea for Fr. Seminars--general introduction to library resources, specific resources in short intro. to each class beyond Fr. Seminars.

It informs students just what the library has to offer.

It should be presented mandatorily to freshman seminars thereby hitting all students and making them aware of its facilities and not "double-hitting." We have no introduction to the library--except mandatorily.

One gets to know where resources are.

Before the presentation, I wasn't aware of many of the facilities available in the library--now, realizing that there are more than I previously thought existed, I am anxious as to what else I don't know.

It depends on the class...whether or not you are doing a lot of research.

Just to get to know the library.

Most students don't really know all the resources in the library.

7.

The sheets given out were very useful, and helped me better understand what was contained in certain references.

It seemed rather long. I didn't get a lot out of it. I would prefer just receiving a sheet with the resources at our disposal.

I felt the presentation was quite complete.

I hope you offer more seminars like this. Thank you.

It did point out the resources of the library and this was good. It would be good to have a complete list of the reference materials, rather than a selected list.

I think that the type of instruction mentioned above should be required, or that there should be a workshop in the library (I know that there has been in the past). At any rate, it was very useful and I think that people who are discontented as far as the library is concerned should be able to have someone available to teach or instruct a small group. Maybe every month or so.

7. (cont.)

Keep it up.

The instruction we had was fine. I suggest a repeat if you teach a seminar again.

This is the second one of these I've filled out today.

If it was required to use something other than card catalog to find information, people would be inclined to use them. Unfortunately, it's too easy to get book-bound.

I used a couple of . . . references for my paper.

Maybe a little more detail as to where to find the materials in the library.

I have not had much experience in making extensive use of the library's materials. I feel that this type of instruction can be very useful, expecially for the underclassman who is more or less lost in his initial attempts to unravel the mystery of Seeley G. Mudd Library.

This type of instruction is extremely useful, but, in my opinion, more time should be spent in a detailed explanation of the reference section and its usefulness.

Well organized. Well presented.

One thing to avoid is making it too basic. Assume an aware crowd and work with particulars. I think most people know where the reference section is, just not what is in it that pertains to their class.

We only had to write one paper so we didn't have to use a lot of that information. In addition, the actual paper topics didn't always require that information, but I am grateful for your time and will keep the information you passed to us.

The presentation didn't need to be nearly as long as it was to cover the material it was intended to.

Last term I took an intro. . . . course . . . which required a research paper. Class time was important in that course, but this type of instruction would have helped me a lot.

The presentation was a little too careful in making sure everyone understood--as long as the students have materials, they can ask others for help--, thus, a bit tedious and boring at points.

I used the handout and the notes from the library lecture to help find articles for a term paper, and it was very useful. Thank you.

7. (cont.)

The . . . who spoke to our class overdiscussed each little unimportant facet of the library. Could have been done in half the time.

Since I didn't write a term paper for this class, the presentation didn't affect this class. But it helped me in my other classes.

Has good material, but could be shorter or not as elaborate on some points. Keep it basic and simple, without emphasis on each type or piece of reference material. Most people will have questions when they try to actually use the material, anyway.

Explain the location of books. The system doesn't make any sense.

This is/would be very helpful to most freshmen and freshman seminars. Should be part of the repetoire of freshman seminar procedure.

As you describe each area and its uses, take the group to that area so the students can see the layout. A basic explanation of the ordering system might be helpful because it is different from ones that I'm accustomed to. Thank you for help.

I discovered that once I began my research many of the sources we'd discussed dealt with renowned past historians. I did not have a name in mind of a particular contemporary historian, so I spent a couple of hours in a daze just looking for someone. When I had finally picked a name, most of the materials were useless--except for the Readers' Guide and Who's Who.

Perhaps it would be worthwhile and useful to have the students participate in finding the books themselves. That is, participate in the process itself.

I was in another more recent presentation where I think the materials were presented more concisely. Instead of showing whole books which distracted, they made Xerox pages of relevant materials so everyone at the same time could see what was going on.

Longer and more detailed handouts.

The presentation itself was not as helpful as the individual help I have received from the reference librarians on various occasions. Then again, a lot of that help could have been avoided if I had experienced such a session earlier.

It would be more helpful if offered to freshmen. I didn't have any kind of this type of knowledge till I was a senior.

7. (cont.)

There are so many nooks to find resources that I would have never thought of looking. The explanation of the systematic approach to research for a paper was excellent!

The only elaboration I can think of is to keep pushing so you reach all the students. Also, it would be a good idea to have programs to inform freshmen in their first term at Lawrence.

I still don't understand the Gov. Doc. system--the magazines, yes, but the paper-back things still mystify me. For this course, a discussion of the map holdings would be helpful.

None.

I think the best thing one could do would be to go to the reference librarians about checking out the sources on the handouts. The Reference librarians help a lot.

Make it shorter. Explain what is needed.

I felt that the library instruction was very useful, but at the time of the presentation I did not know what it was for. So, I didn't pay much attention and had to go through it all again with the lady at the library when it came time to do my paper. I still find it a bit confusing.

A "map" of where various materials are located would be of definite use.

I had another library presentation in another class and got more out of it cuz that presentor was more well-prepared and presented more clearly. The one in this class was hard to follow. However, I think the idea is excellent and it's good to have the paper with all the information for later use.

Rather than taking up everyone's time, I would prefer the availablity of the handouts to all students. If you want to give a presentation, give it more generally. I have attended 2 of these, and this 2nd was a waste of time.

The only portion of the library I did not fully understand prior to the presentation was the government document section. I still dxx did not understand it when you were through. More emphasis here would help.

The only quarrel I have with the presentation was the fact that we weren't able to go specifically to each area of the library where the publications were located. Because our class is held in the library it would be easy to have pointed things out. As it stands, I still have some problems in finding the materials.

It would be nice if the presentor would actually take us around the library and actually show us the different sources available to us.

I don't think that the presentation was necessarily useful to a freshman seminar course. However, it is quite useful for regular courses. It would probably be most useful to new freshmen who may not be familiar with the library.

I'm sorry I can't help you--except to say, as a senior, this sounds great. I wish I'd had it 4 years ago.

7. (cont.)

PERFECT! A must for every freshman. I graduated from high school without such basic knowledge of the school library.

Make it more specific--for specific courses.

The discussion was friendly and personal, but also well planned and presented. The most important thing I learned was who I could go to for help with research.

I thought the presentation was informative, very helpful, and very well done.

I wasn't interested by the approach to research for the course. If I had been, it wasn't bad. Too specific as far as discussing individual books.

Grade school material.

I think it would help if we had the MRAF file in front of us.

Spend time on the reference sources and periodicals which exist; broad coverage of holdings, not how to use them or what is in them.

My only suggestion is that the presentation be cut down a bit--it was too long.

Presentor had useful information, but it was presented in a too formal, humdrum way. You know the information, but we don't. Be more dynamic!

Why didn't we have the presentation earlier in the term?

Use them. I could have used this information earlier.

I really appreciated it. It was well done. I actually learned a lot. I feel that a talk like this should be given every year.

Turn the heat up in the library during the winter.

This presentation was very well done. I liked having the Xerox copies of pages in reference books.

Such instruction would be more useful if conducted at beginning of the term--before most research work has been done. (The presentation I attended was during the 5th week of the term.)

Would it be possible to do a mini-research paper within a class time--forcing students to use the skills learned?

I feel that it might have been more useful to have taken a small tour, because some of the books and materials which were referred to were in places I'm not familiar with.

THE COMMENTS OFFERED BY FACULTY ON PRESENTATIONS TO CLASSES:
(See Appendix E for the questions)

2. [Only slightly useful] Because papers are not research papers.

3. [Presentation took too much time] Slightly.

4. I haven't read the papers yet, but expect the session helped.

5. [Very useful] So long as you avoid overlap.

6. It is always good to discover the breadth of reference sources available. Whether or not they are immediately useful, it helps to know that a wide range of bibliographic problems are solvable.

   It develops a sense of confidence in library use--helps build a scholarly attitude.

7. More important:
   a) in courses where research papers are assigned
   b) as early as possible

   Excellent presentation, handled and delivered in a clear, natural manner.

   The main problem was the paucity of legal materials in the library. That of course isn't your fault at all. I was grateful for your help for without your talk I would have known less than I now do about what is available. Next time I'll consult with you and then pass along relevant information to my students. Please don't be discouraged.

   Customizing the presentations, while not very efficient in staff time, does enhance the receptivity of the students--they feel you're doing it especially for them.

   The "research assignment" component of the session was well conceived and well done. It illustrated nicely the levels of information and stages of bibliographic research which are possible beyond the card catalogue approach.
   This should be a part of Freshman year work, perhaps integrated into Fresh. Seminars.

LIBRARY RESEARCH GUIDE: INTRODUCTORY MODEL FOR LIBRARY RESEARCH

PUBLIC AFFAIRS

What can this library research guide do for you? Two things:

1) Save you a lot of time, since after reading through it you won't have to flounder around as you do library research; and
2) Help you find relevant information you hadn't known existed.

This guide has been prepared with the assumption that many students using a college or university library extensively for the first time either: 1) are undertaking a research project dealing with a public affairs issue and hence can make use of most of the materials mentioned here, or 2) can, if they are not researching a public affairs topic, generalize from the information given here to other kinds of topics.

For most people, it would be helpful to read through this guide section-by-section. If some sections are not particularly appropriate for your topic, or if you are already acquainted with the resources mentioned, simply skip over them and concentrate on those resources which are relevant and with which you are less familiar.

A final point--this is by no means a comprehensive list of library research materials available for a given topic.

CONTENTS

I. Where to Start
II. Introductory and Background Materials
III. Current Events Materials
IV. Scholarly Articles and Essays
V. Books
VI. U. S. Government Documents
VII. Summary

I. WHERE TO START

Unfortunately, research usually begins with the card catalog, when the researcher has only the vaguest idea of what to write about. This is poor and inefficient strategy. A great deal of valuable information in any library is located in magazine and journal articles, and also within essays in collections, which are not listed in the card catalog. In addition, it makes sense to obtain as quickly as possible an overview of a subject, so that you can decide what particular aspect of the subject you want to focus upon. (You might even decide that the subject is not very interesting or otherwise worth doing, and that you want to switch topics. It's far better to know this after investing only a relatively short time, rather than many days, in research.) The more background or summary information you have, the more discriminating you can be about what materials to select for reading, and even which parts of those materials deserve your special attention. Consequently, begin any research project by acquiring sufficient background information on a topic.

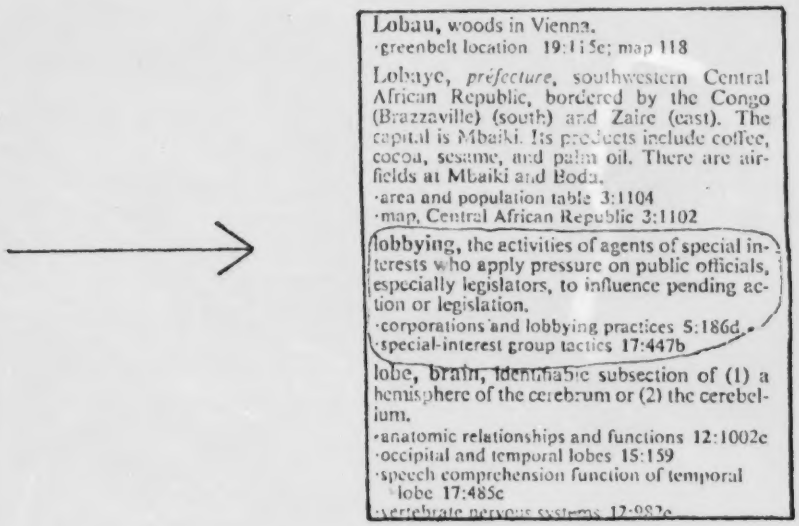
II. INTRODUCTORY AND BACKGROUND MATERIALS -- DICTIONARIES AND ENCYCLOPEDIAS

Introductory and background materials can take several forms: a lecture from a professor, a textbook, encyclopedias, or some combination of these. Even if you have some background information on a topic, it's a good idea to take a few minutes and consult a general or more specialized encyclopedia (some of which are called "dictionary") for two reasons: 1) you may learn something, and quickly, that you hadn't known before; and 2) encyclopedia articles are often followed by short bibliographies, listing what the author of the article considers to be the best books and articles on the subject.

A. GENERAL ENCYCLOPEDIAS--

Suppose you wanted to do a paper on the subject of lobbying and the federal government, because you were interested in it. (Being interested in a topic is probably the most important reason to select it.) The Encyclopaedia Britannica (Ref/AE/5/E363) could start you on your way. The new edition of the Britannica is divided into two sets of volumes:

one provides brief information and references, and the other contains longer articles. Looking in the "Micropaedia" set, you would find:



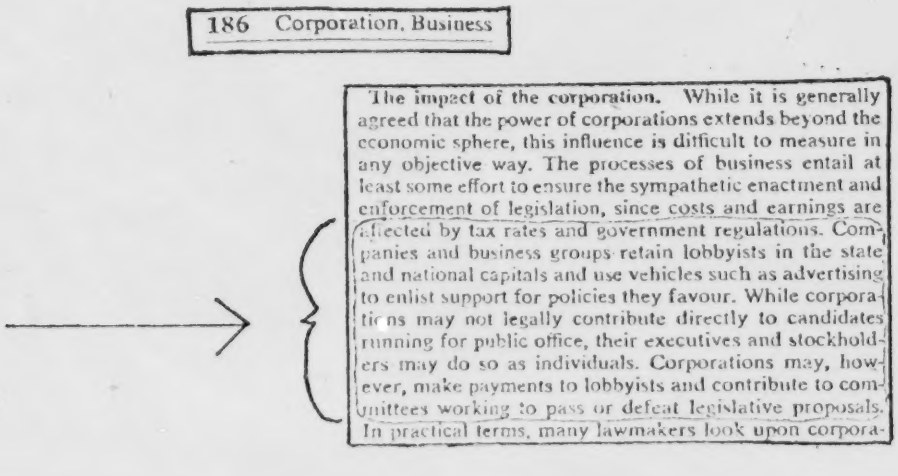
Lobau, woods in Vienna.
·greenbelt location 19:1115c; map 118

Lobaye, *préfecture*, southwestern Central African Republic, bordered by the Congo (Brazzaville) (south) and Zaire (east). The capital is Mbaiki. Its products include coffee, cocoa, sesame, and palm oil. There are airfields at Mbaiki and Boda.
·area and population table 3:1104
·map, Central African Republic 3:1102

lobbying, the activities of agents of special interests who apply pressure on public officials, especially legislators, to influence pending action or legislation.
·corporations and lobbying practices 5:186d
·special-interest group tactics 17:447b

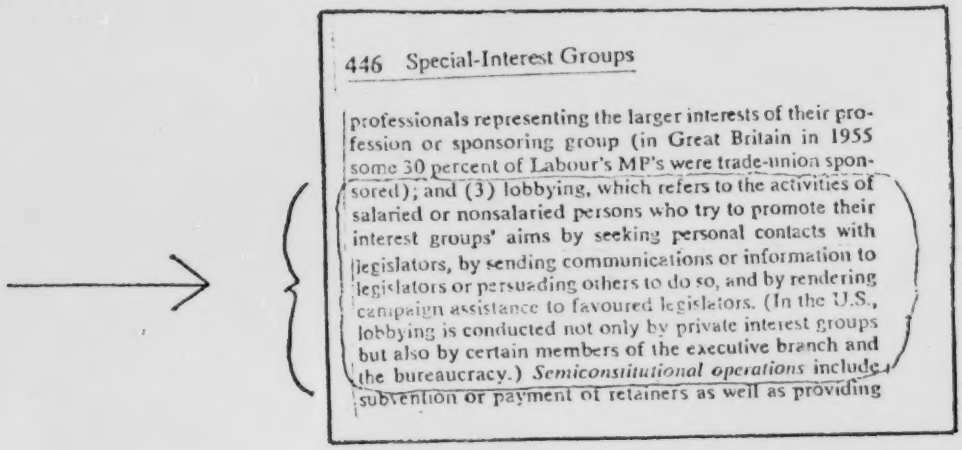
lobe, brain, identifiable subsection of (1) a hemisphere of the cerebrum or (2) the cerebellum.
·anatomic relationships and functions 12:1002c
·occipital and temporal lobes 15:159
·speech comprehension function of temporal lobe 17:485c
·vertebrate nervous systems 12:982c

Then, turning as directed to volumes 5 (p. 186) and 17 (p. 447) of the "Macropaedia" set of volumes in the Britannica, you would find articles on the business corporation and on special-interest groups, each of which has something to say about lobbying:



186 Corporation, Business

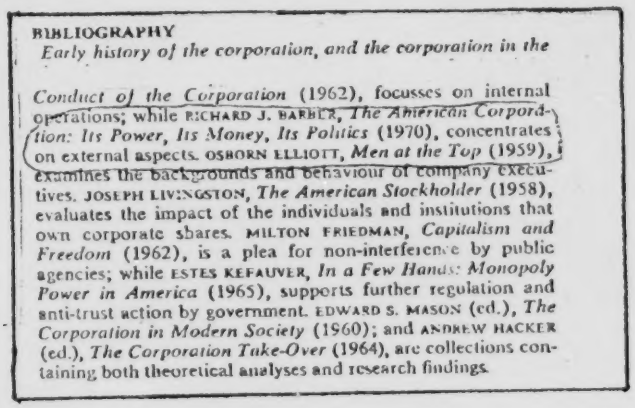
The impact of the corporation. While it is generally agreed that the power of corporations extends beyond the economic sphere, this influence is difficult to measure in any objective way. The processes of business entail at least some effort to ensure the sympathetic enactment and enforcement of legislation, since costs and earnings are affected by tax rates and government regulations. Companies and business groups retain lobbyists in the state and national capitals and use vehicles such as advertising to enlist support for policies they favour. While corporations may not legally contribute directly to candidates running for public office, their executives and stockholders may do so as individuals. Corporations may, however, make payments to lobbyists and contribute to committees working to pass or defeat legislative proposals. In practical terms, many lawmakers look upon corpora-



446 Special-Interest Groups

professionals representing the larger interests of their profession or sponsoring group (in Great Britain in 1955 some 30 percent of Labour's MP's were trade-union sponsored); and (3) lobbying, which refers to the activities of salaried or nonsalaried persons who try to promote their interest groups' aims by seeking personal contacts with legislators, by sending communications or information to legislators or persuading others to do so, and by rendering campaign assistance to favoured legislators. (In the U.S., lobbying is conducted not only by private interest groups but also by certain members of the executive branch and the bureaucracy.) *Semiconstitutional operations* include subvention or payment of retainers as well as providing

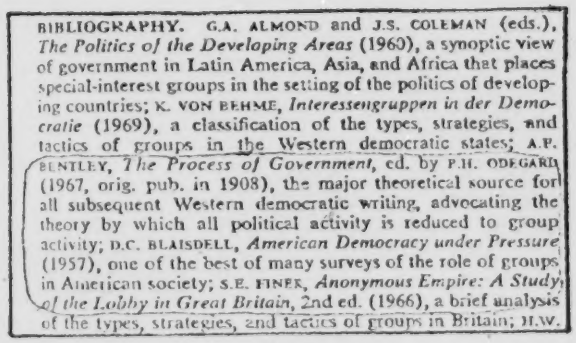
. Each article also has a bibliography containing items that are probably relevant for your topic. Jot these down and save them for future reference:



BIBLIOGRAPHY

Early history of the corporation, and the corporation in the

Conduct of the Corporation (1962), focusses on internal operations; while RICHARD J. BARBER, *The American Corporation: Its Power, Its Money, Its Politics* (1970), concentrates on external aspects. OSBORN ELLIOTT, *Men at the Top* (1959), examines the backgrounds and behaviour of company executives. JOSEPH LIVINGSTON, *The American Stockholder* (1958), evaluates the impact of the individuals and institutions that own corporate shares. MILTON FRIEDMAN, *Capitalism and Freedom* (1962), is a plea for non-interference by public agencies; while ESTES KEFAUVER, *In a Few Hands: Monopoly Power in America* (1965), supports further regulation and anti-trust action by government. EDWARD S. MASON (ed.), *The Corporation in Modern Society* (1960); and ANDREW HACKER (ed.), *The Corporation Take-Over* (1964), are collections containing both theoretical analyses and research findings.

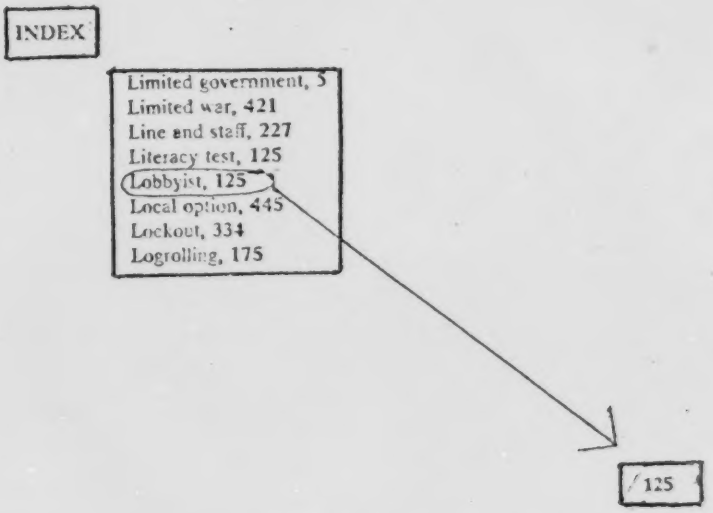


BIBLIOGRAPHY. G.A. ALMOND and J.S. COLEMAN (eds.), *The Politics of the Developing Areas* (1960), a synoptic view of government in Latin America, Asia, and Africa that places special-interest groups in the setting of the politics of developing countries; K. VON BEHME, *Interessengruppen in der Demokratie* (1969), a classification of the types, strategies, and tactics of groups in the Western democratic states; A.F. BENTLEY, *The Process of Government*, ed. by P.H. ODEGARD (1967, orig. pub. in 1908), the major theoretical source for all subsequent Western democratic writing, advocating the theory by which all political activity is reduced to group activity; D.C. BLAISDELL, *American Democracy under Pressure* (1957), one of the best of many surveys of the role of groups in American society; S.E. FINER, *Anonymous Empire: A Study of the Lobby in Great Britain*, 2nd ed. (1966), a brief analysis of the types, strategies, and tactics of groups in Britain; H.W.

All reference books, including encyclopedias, have a particular organization. Take a minute to ascertain the organizational scheme of any reference book you use, by examining the table of contents, index, and any introductory pages that explain the volume's format.

B. SPECIALIZED DICTIONARIES AND ENCYCLOPEDIAS--

The next step is to consult encyclopedias or dictionaries which are more specialized. One such work is The American Political Dictionary, by Jack Plano and Milton Greenburg (Ref/JK/9/P55). Note how the Index refers the user to "Lobbyist," which in turn refers to "Pressure Group" and other terms, which in turn refer to still other terms:



Lobbyist A person, usually acting as an agent for a pressure group, who seeks to bring about the passage or defeat of legislative bills or to influence their contents. Lobbyists, often called the "Third House" of the legislature, are experts who testify before committees and present important facts on legislative proposals to support their clients' interests. They also often use large sums of money in a variety of ways to influence legislative outcomes. Many states and the national government require the registration of lobbyists and disclosure of information concerning their employers, their salaries, and the amounts spent to influence legislation. Lobbyists are also active in trying to influence decisions made by executive officials, administrators, and the courts. *See also* PRESSURE GROUP, page 138; REGULATION OF LOBBYING ACT, page 198; *United States v. Harriss*, page 195.

Significance Lobbyists furnish important factual data to legislators and provide effective representation for organized groups. They are criticized because they use selected facts, often distorted for propaganda purposes, and are more concerned with particular interests than with general interests. Except for laws prohibiting bribery and related criminal offenses, governmental action toward lobbyists has not sought to restrict their activities but to publicize them. Attempts by government to restrict lobbyists and lobbying unduly might be regarded by the courts as an infringement of the First Amendment freedom to petition the government.

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Pressure Group An organized interest group in which members share common views and objectives and actively carry on programs to influence government officials and policies. Unlike political parties, which seek to win control of and operate the government, pressure groups are mainly interested in influencing the determination of public policies that directly or indirectly affect their members. Such groups vary considerably in size, wealth, power, and objectives. Their methods, however, are quite similar and include lobbying, electioneering, and propagandizing to influence public opinion. Pressure groups seek to influence decisions in the legislative, executive, and judicial branches. *See also* BUSINESS ORGANIZATIONS, page 305; CIVIL RIGHTS ORGANIZATIONS, page 62; COUNTERVAILING THEORY OF PRESSURE POLITICS, page 117; FARM ORGANIZATIONS, page 347; LABOR UNIONS, page 334; LOBBYIST, page 125; REGULATION OF LOBBYING ACT, page 198; VETERANS ORGANIZATIONS, page 370.

Another example, which is an important tool for social science research, is the International Encyclopedia of the Social Sciences (Ref/H/40/A2/I5), a 17-volume set. Again beginning with the index, in this case a whole volume, you can find references under "Lobbying":

INDEX

foreign aid: economic aspects
5:521, 526
installment credit 7:361
interest 7:471
local finance 9:450
markets and industries 9:580
LOBBYING 9:441–446
interest groups 7:490
legislative behavior 9:238
organizations: organizational intelligence 11:322
Lobotomy
drug addiction: organic and psychological aspects 4:294

441

LOBBYING

If we had data on every government in every culture, we would probably find that lobbying in some form is an inevitable concomitant of government. The term originated in American governmental experience about 1830. Certain representatives of interest groups loitered in the lobbies off the assembly halls of the American Congress and

490 INTEREST GROUPS

Legislation dealing with lobbying by interest groups has, however, encountered similar and perennial difficulties everywhere. It has tended to treat symptoms rather than cause. An uncertain diagnosis of the evils to combat has led to uncertainties about available and potentially successful remedies. Nowhere has it been easy to distinguish between the legitimate exercise of the right to petition and of the freedom of association on the one hand, and corrupt practices, deception, or coercion on the other. [*See* LOBBYING.]

As with the Britannica, the essays conclude with bibliographies; hang onto the more promising citations for future reference:

BIBLIOGRAPHY

ALMOND, GABRIEL A.; and COLEMAN, JAMES S. (editors) 1960 *The Politics of the Developing Areas.* Princeton Univ. Press.

AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE 1958 *Unofficial Government: Pressure Groups and Lobbies.* Edited by Donald C. Blaisdell. Annals, Vol. 319. Philadelphia: The Academy.

BENTLEY, ARTHUR F. (1908) 1949 *The Process of Government: A Study of Social Pressures.* Introduction by H. T. Davis. Bloomington, Ind.: Principia Press.

BLAISDELL, DONALD C. 1957 *American Democracy Under Pressure.* New York: Ronald Press.

BREITLING, RUPERT 1960 Die zentralen Begriffe der Verbandsforschung. *Politische Vierteljahresschrift* 1:47–73.

ECKSTEIN, HARRY H. 1960 *Pressure Group Politics: The Case of the British Medical Association.* London: Allen & Unwin; Stanford Univ. Press.

EHRMANN, HENRY W. 1957 *Organized Business in France.* Princeton Univ. Press.

ELDERSVELD, SAMUEL J. 1958 American Interest Groups: A Survey of Research and Some Implications for Theory and Method. Pages 173–196 in International Political Science Association, *Interest Groups on Four Continents.* Edited by Henry W. Ehrmann. Univ. of Pittsburgh Press.

FINER, SAMUEL E. 1958 *Anonymous Empire: A Study of the Lobby in Great Britain.* London: Pall Mall.

C. HOW TO FIND ENCYCLOPEDIAS AND DICTIONARIES--

You can find additional encyclopedias and dictionaries by:

1) Looking in the subject card catalog:

a) If you want general treatments, see the heading "Encyclopedias and Dictionaries"

b) If you want more specialized treatments but still covering more than one academic discipline, see "Social Sciences--Dictionaries", "Science--Dictionaries"

c) If you want still more specialized treatments, see headings such as "Biology--Dictionaries", "Geology--Dictionaries", "Literature--Dictionaries", "English Literature--Dictionaries", "United States--History--Dictionaries",

OR BY

2) Consulting the Library Research Guide for the appropriate academic discipline, such as Economics, Religion, Psychology, etc. These guides list dictionaries and encyclopedias, as well as other research tools, and are on reserve by title (i.e., "Library Research Guide for Religion").

NOTE. It almost goes without saying that the information you get from encyclopedias and dictionaries should serve as background material, to orient you to a topic. Only under unusual circumstances should you be bold enough to quote from or cite an encyclopedia in a college research paper.

III. CURRENT EVENTS MATERIALS -- NEWSPAPERS AND MAGAZINES

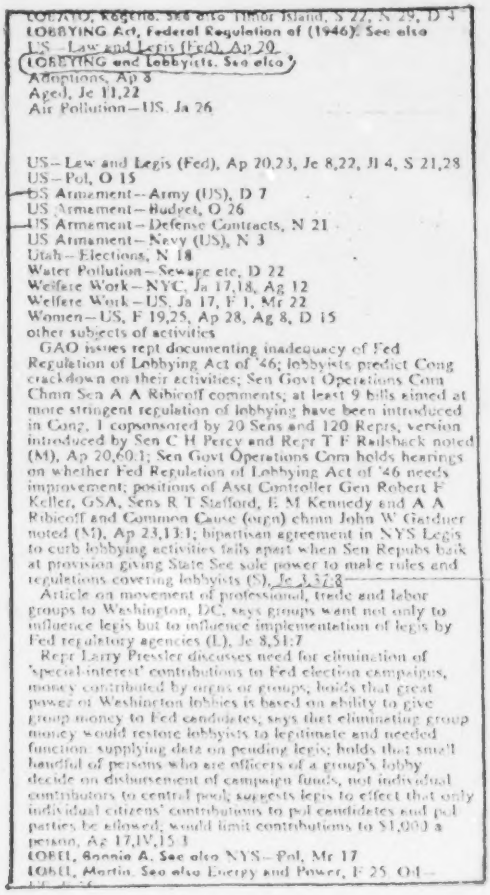
A problem many people have when beginning a research project is narrowing it down to something they can handle. It's hopeless to write a paper on "The History of the Civil War" or "Lobbying in the United States" in twenty or thirty pages. In this instance, although you are supposedly interested in lobbying and the federal government, and have begun to get some information and ideas about lobbying in general from the background sources you have consulted, you probably still don't have a focus. Lobbying for <u>what</u>? You need a case study, an instance of lobbyists at work on behalf of a particular program or product. To see what well-known products or programs are being promoted by lobbyists, turn to what might be called "current events" or simply "news" sources, notably newspapers and magazines.

A. NEWSPAPER INDEXES--

No-one has time to sit down with a pile of newspapers and start turning pages, hoping to find information about a topic. Consequently, researchers usually rely on newspaper indexes. Moreover, not just any newspaper will always do. It is doubtful, for instance, that the Post-Crescent's coverage of these matters will be as broad or as deep as you would like. For both these reasons, use the New York Times Index, which indexes that highly-regarded newspaper. The index is located on the first floor, behind the reference office and next to other newspaper indexes, at one end of what we call the library's "bibliography area." Back issues of the New York Times are on microfilm, housed in the gray metal drawers along one side of the reference area.

Looking up "lobbying" in the New York Times Index, you would suddenly find a large number of products or programs with which lobbyists are involved. Here are a number of case studies for your paper, as well as a few items about lobbying with the federal government, taken from the index for 1975.

MAJOR SUBJECT HEADING



COBATO, Rogelio. See also Timor Island, S 22, N 29, D 4
LOBBYING Act, Federal Regulation of (1946). See also
US—Law and Legis (Fed), Ap 20
LOBBYING and Lobbyists. See also
Adoptions, Ap 8
Aged, Je 11,22
Air Pollution—US, Ja 26

US—Law and Legis (Fed), Ap 20,23, Je 8,22, Jl 4, S 21,28
US—Pol, O 15
US Armament—Army (US), D 7
US Armament—Budget, O 26
US Armament—Defense Contracts, N 21
US Armament—Navy (US), N 3
Utah—Elections, N 18
Water Pollution—Sewage etc, D 22
Welfare Work—NYC, Ja 17,18, Ag 12
Welfare Work—US, Ja 17, F 1, Mr 22
Women—US, F 19,25, Ap 28, Ag 8, D 15
other subjects of activities

GAO issues rept documenting inadequacy of Fed Regulation of Lobbying Act of '46; lobbyists predict Cong crackdown on their activities; Sen Govt Operations Com Chmn Sen A A Ribicoff comments; at least 9 bills aimed at more stringent regulation of lobbying have been introduced in Cong, 1 cosponsored by 20 Sens and 120 Reprs, version introduced by Sen C H Percy and Repr T F Railsback noted (M), Ap 20,60:1; Sen Govt Operations Com holds hearings on whether Fed Regulation of Lobbying Act of '46 needs improvement; positions of Asst Controller Gen Robert F Keller, GSA, Sens R T Stafford, E M Kennedy and A A Ribicoff and Common Cause (orgn) chmn John W Gardner noted (M), Ap 23,13:1; bipartisan agreement in NYS Legis to curb lobbying activities falls apart when Sen Repubs balk at provision giving State See sole power to make rules and regulations covering lobbyists (S), Je 3,37:8

Article on movement of professional, trade and labor groups to Washington, DC, says groups want not only to influence legis but to influence implementation of legis by Fed regulatory agencies (L), Je 8,51:7

Repr Larry Pressler discusses need for elimination of 'special-interest' contributions to Fed election campaigns, money contributed by orgns or groups, holds that great power of Washington lobbies is based on ability to give group money to Fed candidates; says that eliminating group money would restore lobbyists to legitimate and needed function: supplying data on pending legis; holds that small handful of persons who are officers of a group's lobby decide on disbursement of campaign funds, not individual contributors to central pool; suggests legis to effect that only individual citizens' contributions to pol candidates and pol parties be allowed; would limit contributions to $1,000 a person, Ag 17,IV,15:1

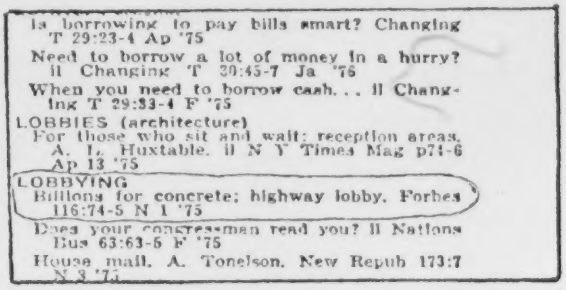
LOBELL, Bonnie A. See also NYS—Pol, Mr 17
LOBELL, Martin. See also Energy and Power, F 25, O 4—

JUNE 3
PAGE 37
COLUMN 8

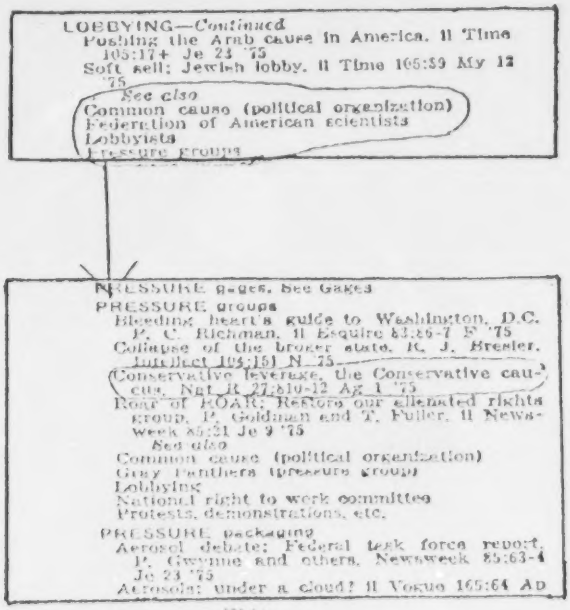
B. MAGAZINE INDEXES--

Before choosing one of the topics from the New York Times Index, be sure there are not other, more interesting options. One way of doing so easily would be to examine the current magazine literature, using the Readers' Guide to Periodical Literature (located on the index tables, first floor). You probably remember this index from high school. It is useful for political science/public affairs topics because it covers some of the more thoughtful news magazines, such as Commentary, Nation, New Republic, as well as the more popular ones like Time and Newsweek.

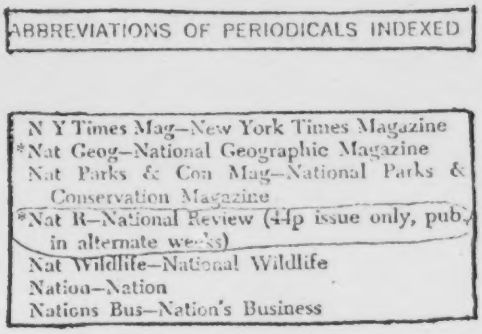
Suppose the first item caught your eye as a real possibility--the "highway lobby":


Is borrowing to pay bills smart? Changing T 29:23-4 Ap '75
Need to borrow a lot of money in a hurry? il Changing T 30:45-7 Ja '75
When you need to borrow cash... il Changing T 29:33-4 F '75
LOBBIES (architecture)
For those who sit and wait; reception areas. A. L. Huxtable. il N Y Times Mag p71-6 Ap 13 '75
LOBBYING
Billions for concrete; highway lobby. Forbes 116:74-5 N 1 '75
Does your congressman read you? il Nations Bus 63:63-6 F '75
House mail. A. Tonelson. New Repub 173:7 N 3 '75

In addition to providing a likely case study, the Readers' Guide does two things: 1) supplies references to material that looks promising, and 2) provides cross-references to other headings, under which a reader can find additional references:


LOBBYING—Continued
Pushing the Arab cause in America. il Time 105:17+ Je 23 '75
Soft sell: Jewish lobby. il Time 105:39 My 12 '75
See also
Common cause (political organization)
Federation of American scientists
Lobbyists
Pressure groups
PRESSURE gages. See Gages
PRESSURE groups
Bleeding heart's guide to Washington, D.C. P. C. Richman. il Esquire 83:26-7 F '75
Collapse of the broker state. R. J. Bresler. Intellect 104:156 N '75
Conservative leverage, the Conservative caucus. Nat R 27:610-12 Ag 1 '75
Roar of ROAR; Restore our alienated rights group. P. Goldman and T. Fuller. il Newsweek 85:21 Je 9 '75
See also
Common cause (political organization)
Gray Panthers (pressure group)
Lobbying
National right to work committee
Protests, demonstrations, etc.
PRESSURE packaging
Aerosol debate: Federal task force report. P. Gwynne and others. Newsweek 85:63-4 Je 23 '75
Aerosols: under a cloud? il Vogue 165:64 Ap

Decipher abbreviations of magazine or journal titles by consulting the list in the front of the index you are using:



ABBREVIATIONS OF PERIODICALS INDEXED

N Y Times Mag—New York Times Magazine
*Nat Geog—National Geographic Magazine
Nat Parks & Con Mag—National Parks & Conservation Magazine
*Nat R—National Review (44p issue only, pub. in alternate weeks)
Nat Wildlife—National Wildlife
Nation—Nation
Nations Bus—Nation's Business

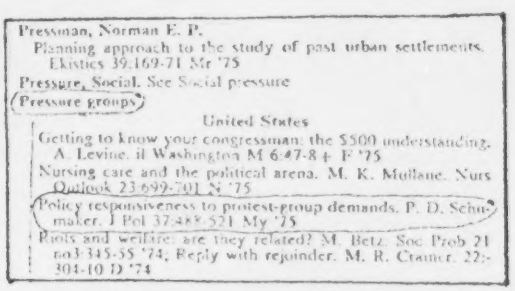
(For information about locating the journals themselves, once you have a citation, see the "Library Research Guide for Locating Magazine and Journal Articles," on reserve.)

IV. SCHOLARLY ARTICLES AND ESSAYS

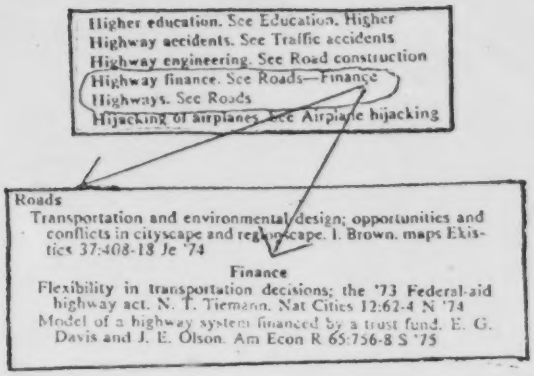
Before long you would have acquired a good deal of introductory and background information about lobbying and about the federal government's involvement with highway construction. But it would now be time to turn your attention to those materials which should engage most of your attention for a college research paper: scholarly works written (usually) by academics for their colleagues in the academic world.

A. JOURNAL INDEXES--

A good place to begin would be with Social Sciences Index (located on the index tables with Humanities Index, its companion volumes). It has the same format as the Readers' Guide, but it covers scholarly journals rather than the more general or popular magazines. For this subject, it would turn up several items, including:

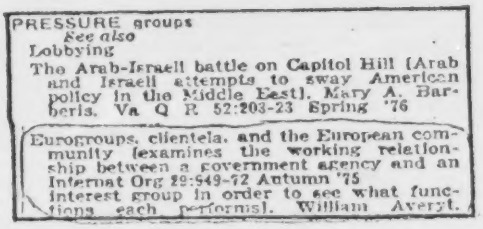


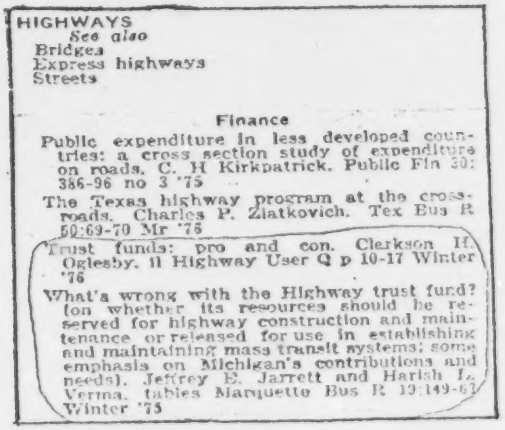
Pressman, Norman E. P.
Planning approach to the study of past urban settlements. Ekistics 39:169-71 Mr '75
Pressure, Social. See Social pressure
Pressure groups
United States
Getting to know your congressman: the $500 understanding. A. Levine. il Washington M 6:47-8+ F '75
Nursing care and the political arena. M. K. Mullane. Nurs Outlook 23:699-701 N '75
Policy responsiveness to protest-group demands. P. D. Schumaker. J Pol 37:488-521 My '75
Riots and welfare: are they related? M. Betz. Soc Prob 21 no3:345-55 '74; Reply with rejoinder. M. R. Cramer. 22:304-10 D '74


Higher education. See Education, Higher
Highway accidents. See Traffic accidents
Highway engineering. See Road construction
Highway finance. See Roads—Finance
Highways. See Roads
Hijacking of airplanes. See Airplane hijacking
Roads
Transportation and environmental design; opportunities and conflicts in cityscape and regionscape. I. Brown. maps Ekistics 37:408-18 Je '74
Finance
Flexibility in transportation decisions; the '73 Federal-aid highway act. N. T. Tiemann. Nat Cities 12:62-4 N '74
Model of a highway system financed by a trust fund. E. G. Davis and J. E. Olson. Am Econ R 65:756-8 S '75

* * * * * * * *

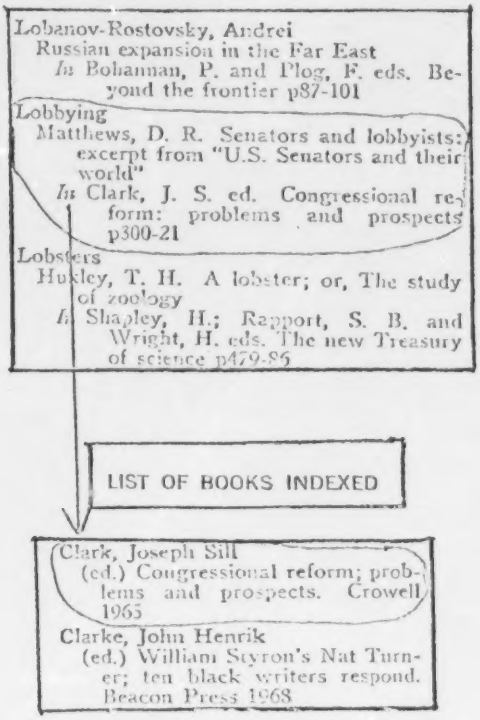
Another source for scholarly works is Public Affairs Information Service Bulletin, which also provides access to some current events material and to some U.S. government documents. (For more information about U.S. government documents, see p. 18 of this guide and also the "Library Research Guide for Government Documents", on reserve.) P.A.I.S., located on the index tables, cites material relevant to your topic:


PRESSURE groups
See also
Lobbying
The Arab-Israeli battle on Capitol Hill [Arab and Israeli attempts to sway American policy in the Middle East]. Mary A. Barberis. Va Q R 52:203-23 Spring '76
Eurogroups, clientela, and the European community [examines the working relationship between a government agency and an interest group in order to see what functions each performs]. William Averyt. Internat Org 29:949-72 Autumn '75


HIGHWAYS
See also
Bridges
Express highways
Streets
Finance
Public expenditure in less developed countries: a cross section study of expenditure on roads. C. H Kirkpatrick. Public Fin 30: 386-96 no 3 '75
The Texas highway program at the crossroads. Charles P. Zlatkovich. Tex Bus R 50:69-70 Mr '76
Trust funds: pro and con. Clarkson H. Oglesby. Il Highway User Q p 10-17 Winter '76
What's wrong with the Highway trust fund? [on whether its resources should be reserved for highway construction and maintenance or released for use in establishing and maintaining mass transit systems; some emphasis on Michigan's contributions and needs]. Jeffrey E. Jarrett and Harish L. Verma. tables Marquette Bus R 19:149-61 Winter '75

B. INDEXES FOR ESSAYS--

While the card catalog provides access to a library's books, and journal indexes such as those mentioned above provide access to articles, none of these will call to a reader's attention a third form of information: essays within books. One can find these by using Essay and General Literature Index (located on the same index table as Social Sciences Index). The subject portion of the index identifies a few items,


Lobanov-Rostovsky, Andrei
Russian expansion in the Far East
In Bohannan, P. and Plog, F. eds. Beyond the frontier p87-101
Lobbying
Matthews, D. R. Senators and lobbyists: excerpt from "U.S. Senators and their world"
In Clark, J. S. ed. Congressional reform: problems and prospects p300-21
Lobsters
Huxley, T. H. A lobster; or, The study of zoology
In Shapley, H.; Rapport, S. B. and Wright, H. eds. The new Treasury of science p479-86
LIST OF BOOKS INDEXED
Clark, Joseph Sill
(ed.) Congressional reform; problems and prospects. Crowell 1965
Clarke, John Henrik
(ed.) William Styron's Nat Turner; ten black writers respond. Beacon Press 1968

and the "List of Books Indexed", at the back of the volume, provides the full citation of the book in which the essay is located.

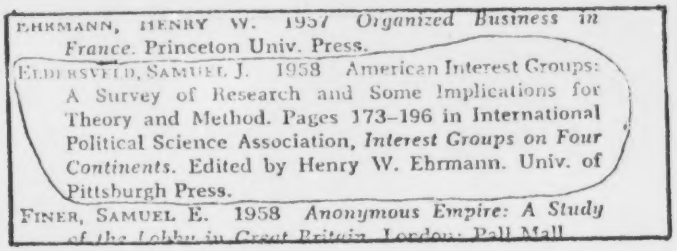
V. BOOKS

Finally, you might want to turn your attention to those sources of information with which all of us are most familiar--books devoted to a particular subject.

A. STARTING WITH A CITATION--

A good place to begin looking for books would be with the references already supplied

by the bibliographies in encyclopedias and by the footnotes of the essays and articles that you have skimmed. For instance, you may recall that this promising item was included in a bibliography from the International Encyclopedia of the Social Sciences (see p. 7, above):



EHRMANN, HENRY W. 1957 *Organized Business in France*. Princeton Univ. Press.

ELDERSVELD, SAMUEL J. 1958 American Interest Groups: A Survey of Research and Some Implications for Theory and Method. Pages 173–196 in International Political Science Association, *Interest Groups on Four Continents*. Edited by Henry W. Ehrmann. Univ. of Pittsburgh Press.

FINER, SAMUEL E. 1958 *Anonymous Empire: A Study of the Lobby in Great Britain*. London: Pall Mall

Since the card catalog locates whole volumes and not individual essays or articles, there is no point in trying to find this work under "Eldersveld." But it could be found either under "International Political Science Association" (the author), or under title, or under the name of the editor. Note that these are copies of the same card:

328.368
In8i International Political Science Association.
Interest groups on four continents. Edited for the International Political Science Association, by Henry W. Ehrmann. [Pittsburgh] University of Pittsburgh Press [1958]
xiv, 316 p. 23 cm.

328.368 Interest groups on four continents.
In8i International Political Science Association.
Interest groups on four continents. Edited for the International Political Science Association, by Henry W. Ehrmann. [Pittsburgh] University of Pittsburgh Press [1958]
xiv, 316 p. 23 cm.

328.368 Ehrmann, Henry Walter, 1908- ed.
In8i International Political Science Association.
Interest groups on four continents. Edited for the International Political Science Association, by Henry W. Ehrmann. [Pittsburgh] University of Pittsburgh Press [1958]
xiv, 316 p. 23 cm.
"The ... result of a round-table conference held by the International Political Science Association at the University of Pittsburgh, September 9-13, 1957."
Includes bibliographies.
1. Pressure groups. I. Ehrmann, Henry Walter, 1908- ed.
II. Title.
JF529.I5 328.368 58—11146
Library of Congress [59k7]

Except for the original card, different headings are typed to form a top line, and the cards are filed in the catalog under these different headings.

A catalog card contains much useful information, besides indicating the location number of a particular book. Among other things, at the bottom of a card are one or more subject headings (preceded by arabic numerals) and other terms; these determine where copies of the same card may be found in the card catalog. And here is the card for the same book, filed under subject:

328.368 Pressure groups
In8i International Political Science Association.
Interest groups on four continents. Edited for the International Political Science Association, by Henry W. Ehrmann. [Pittsburgh] University of Pittsburgh Press [1958]
xiv, 316 p. 23 cm.
"The ... result of a round-table conference held by the International Political Science Association at the University of Pittsburgh, September 9-13, 1957."
Includes bibliographies.

1. Pressure groups. I. Ehrmann, Henry Walter, 1908- ed. II. Title.

JF529.I 5 328.368 58—11146
Library of Congress [59k7]

Since this book is likely to be helpful for your research, it is reasonable to assume that some other books with the same subject heading (in this case "pressure groups") will also be helpful. Among the other books listed in our card catalog under that heading is:

JK 467 M3 Pressure groups.
McConnell, Grant.
Private power & American democracy. [1st ed.] New York, Knopf, 1966.
397, vi p. 22 cm.
Bibliographical references included in "Notes" (p. [369]-397)

1. U. S.—Pol. & govt.—20th cent. 2. Pressure groups. 3. Power (Social sciences) 4. Title.

JK467.M3 329.030973 65—18761

At the bottom of the previous card are other relevant subject headings, which also lead to additional references, including:

POWER (SOCIAL SCIENCES)

JA
76
.B25
1969

Bailey, Frederick George.
Stratagems and spoils; a social anthropology of politics [by] F. G. Bailey. Schocken Books [1969]
xiv, 240 p.
(The Pavilion series. Social anthropology)

Bibliography: p. [227]-233.
Bibliography: p. [227]-233.

1.Leadership. 2.Power (Social sciences) 3.Political sociology. 4.Political psychology. I.Title

CATALOG CARD CORPORATION OF AMERICA

A sizable working bibliography, of books, can be compiled in this manner. But you should also use another method to find subject headings, so that you won't miss any important ones.

B. OBTAINING ADDITIONAL SUBJECT HEADINGS--

Next to the card catalog are large red volumes published by the Library of Congress--Subject Headings Used in the Catalogs of the Library of Congress. The Lawrence library uses the same subject headings in its card catalog. By consulting it, you can make sure there are no other highly relevant subject headings you could be overlooking:

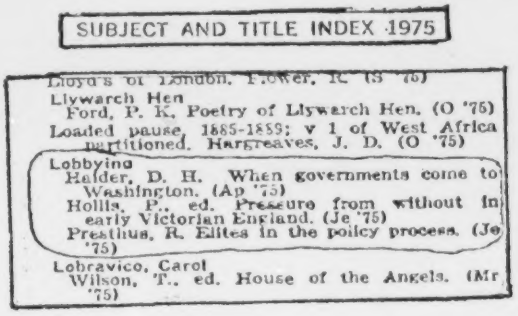
("sa" and "xx" indicate the headings used in the card catalog; those marked "x" are not used)

Loans for use (Roman law)
Loanwords
See Language and languages—Foreign elements
Lobbying *(Congress, JK1118; U.S. state legislatures, JK2498)*
sa Lobbyists
Political letter-writing
xx Corruption (in politics)
Politics, Practical
Pressure groups
Propaganda
Social pressure
—Law and legislation *(Direct)*
Lobbyists *(Direct)*
x Legislative advocates
xx Lobbying

C. BOOK REVIEWS--

A third way of finding books is by means of book reviews. Book reviews, usually located in scholarly journals, can give you useful information about a book before or after you read that book. (For more information about locating book reviews, see the "Library Research Guide for Book Reviews", on reserve.)

Use the subject index to Book Review Digest (on the index tables) to find:



SUBJECT AND TITLE INDEX 1975

Lloyd's of London. Tower, IC (S '75)
Llywarch Hen
Ford, P. K. Poetry of Llywarch Hen. (O '75)
Loaded pause, 1885-1889; v 1 of West Africa partitioned. Hargreaves, J. D. (O '75)
Lobbying
Halder, D. H. When governments come to Washington. (Ap '75)
Hollis, P., ed. Pressure from without in early Victorian England. (Je '75)
Presthus, R. Elites in the policy process. (Je '75)
Lobravico, Carol
Wilson, T., ed. House of the Angels. (Mr '75)

Looking under "Presthus", you would find a brief summary of the book, references to book reviews of 800 and 750 words, and excerpts from those reviews. Note that the two reviewers are not in agreement:

PRESTHUS, ROBERT. Elites in the policy process. 525p $19.50 '74 Cambridge
320.3 Lobbying. Leadership
ISBN 0-521-20344-9 LC 73-94135

"A political scientist at York University, Toronto, has assembled parallel interview data on about 2,400 members of three 'elite groups' (interest group executives, legislators, and members of the civil service), regionally, and at the national level in Canada and the U.S. The analysis is presented in the framework of a comparative consideration of the political cultures of the two nations, and especially stresses the ways these individuals perceive their own politics and policy process and their orientations more generally." (Choice) Index of names and subjects

---

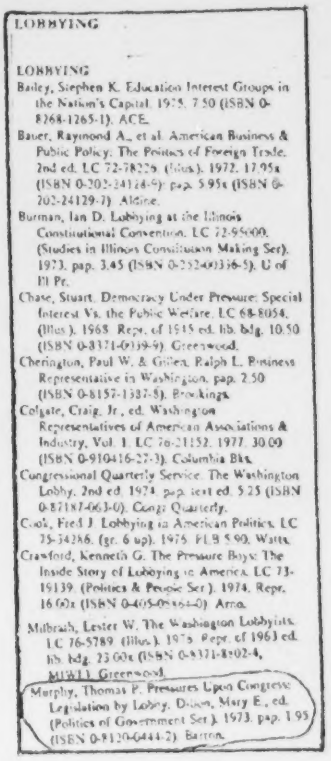
"Growing out of a longitudinal study (1968-1972) of the comparative or crossnational variety, Elites summarizes its findings concerning the behavior of interest groups in Canada and the United States. Methodologically, Presthus through this work has completed a landmark study which shall be the basis for many additional and future crossnational studies of this type." R. J. Gillespie
Ann Am Acad 418:171 Mr '75 (800w)

"One of the first difficulties involved in approaching this study is that Presthus makes no differentiation between interest groups and elites. . . . The source of this confusion is perhaps unfamiliarity with the literature on elites which he demonstrates in a misstatement of C. Wright Mill's view of elite theory. He . . . displays methodological sophistication in manipulating his data, some of which is questionable. He uses interest groups of every shade or seriousness and degree of power indiscriminately. Nor does he differentiate between issues, so that those of great systemwide impact are included with those of importance to only a small group of committed believers. . . . In sum, this book is as full of contradictions as it is with data. Presthus has investigated an area of great interest and little comparative empirical research but the careful reader emerges with more questions than answers." S. A. Smith
Pol Sci Q 90:155 spring '75 (760w)

If the library does not have books that you find in this fashion, you can obtain them easily enough through Interlibrary Loan. (See the handout explaining interlibrary loan, located on the information kiosk in the library.)

D. BOOKS IN PRINT--

Finally, by using the Subject Guide to Books in Print (RRef/Z/1215/S8, on the shelves in front of the reference office), you could find additional books:



LOBBYING

LOBBYING

Bailey, Stephen K. Education Interest Groups in the Nation's Capital. 1975. 7.50 (ISBN 0-8268-1265-1). ACE.

Bauer, Raymond A., et al. American Business & Public Policy: The Politics of Foreign Trade. 2nd ed. LC 72-78229. (Illus.). 1972. 17.95x (ISBN 0-202-24128-9); pap. 5.95x (ISBN 0-202-24129-7). Aldine.

Burman, Ian D. Lobbying at the Illinois Constitutional Convention. LC 72-95400. (Studies in Illinois Constitution Making Ser). 1973. pap. 3.45 (ISBN 0-252-00316-5). U of Ill Pr.

Chase, Stuart. Democracy Under Pressure: Special Interest Vs. the Public Welfare. LC 68-8054. (Illus.). 1968. Repr. of 1945 ed. lib. bdg. 10.50 (ISBN 0-8371-0199-9). Greenwood.

Cherington, Paul W. & Gillen, Ralph L. Business Representation in Washington. pap. 2.50 (ISBN 0-8157-1337-8). Brookings.

Colgate, Craig, Jr., ed. Washington Representatives of American Associations & Industry, Vol. 1. LC 76-21152. 1977. 30.00 (ISBN 0-910416-27-3). Columbia Bks.

Congressional Quarterly Service. The Washington Lobby. 2nd ed. 1974. pap. text ed. 5.25 (ISBN 0-87187-063-0). Congr Quarterly.

Cook, Fred J. Lobbying in American Politics. LC 75-34286. (gr. 6 up). 1975. PLB 5.90. Watts.

Crawford, Kenneth G. The Pressure Boys: The Inside Story of Lobbying in America. LC 73-19139. (Politics & People Ser.). 1974. Repr. 16.00x (ISBN 0-405-05664-0). Arno.

Milbrath, Lester W. The Washington Lobbyists. LC 76-5789. (Illus.). 1976. Repr. of 1963 ed. lib. bdg. 23.00x (ISBN 0-8371-8802-4, MIWL). Greenwood.

Murphy, Thomas P. Pressures Upon Congress: Legislation by Lobby. Dixon, Mary E., ed. (Politics of Government Ser.). 1973. pap. 1.95 (ISBN 0-8120-0444-2). Barron.

VI. U. S. GOVERNMENT DOCUMENTS

By this time you would have amassed, and read the relevant portions of, a respectable amount of introductory and current events information, articles, essays, and books. You could find additional information, which would be valuable for this sort of topic, in U. S. Government documents. The U. S. Government is the world's largest publisher,

churning out reports, laws, raw data, congressional hearings, etc. The Lawrence University library houses about 160,000 of these documents, which are shelved on the second floor according to a classification scheme established by the Superintendent of Documents.

Some documents are listed in the card catalog, but only a minority of them. There are other ways of discovering that relevant documents exist, and obtaining their Superintendent of Documents numbers in order to locate them on the shelf. (For additional information about government documents and how to locate them, see the "Library Research Guide for Government Documents," on reserve.)

Congressional hearings are one type of government document. Hearings are conducted by committees of Congress, usually to obtain information relevant to a particular piece of legislation that the committee is considering. The committee invites interested persons to testify, and it asks them questions about their testimony.

Reproduced below are portions of a congressional hearing, to show some of the useful information contained in this one kind of government publication:

TRANSPORTATION PLANNING AND
PRIORITIES FOR THE SEVENTIES
(SAN FRANCISCO AND LOS ANGELES, CALIF.)

Y4.P96/10:
93-H34/pt.6

HEARINGS
BEFORE THE
SUBCOMMITTEE ON TRANSPORTATION
OF THE
COMMITTEE ON PUBLIC WORKS
UNITED STATES SENATE
NINETY-THIRD CONGRESS
SECOND SESSION

MAY 24, 1974—SAN FRANCISCO, CALIF.
MAY 25, 1974—LOS ANGELES, CALIF.

OPENING STATEMENT OF HON. LLOYD BENTSEN, U.S. SENATOR FROM THE STATE OF TEXAS

Senator BENTSEN. The hearing will come to order.

Today the Senate Transportation Subcommittee opens the fourth in its series of nationwide hearings on "Transportation Planning and Priorities for the Seventies." Hearings will be held tomorrow in Los Angeles before the subcommittee returns to Washington to consider transportation legislation.

During these hearings, the subcommittee has received testimony from mayors, governors, transportation officials, planners, highway contractors, and citizens, and environmental groups, all of whom have points of view which should be aired.

We have concentrated on three major areas in transportation for the 1970's.

The first is the financing of highways and mass transit. Last year the Congress passed an innovative Transportation Act. That for the first time allowed the use of highway trust funds for mass transit to give the option to the urban areas to make decisions as to how they should use it for the purchase of buses or for rail mass transit.

In the examples below, note the difference in emphasis between the views expressed by the general manager of a metropolitan transportation district, and those expressed by a highway contractor:

STATEMENT OF DALE LUEHRING, GENERAL MANAGER, GOLDEN GATE HIGHWAY AND TRANSPORTATION DISTRICT, AND AL BINGHAM, GENERAL MANAGER, A. C. TRANSIT, OAKLAND, CALIF.

Mr. LUEHRING. Thank you, sir.

My name is Dale Luehring. I am General Manager of Golden Gate Bridge Highway and Transportation District.

On behalf of the district I would like to express my deep appreciation for these regional hearings that you are conducting around the country.

It might be interesting to the committee that we have a hundred different organizations that form our citizens advisory panel and their independent, separate study said that if we spent up to 1 billion for rapid transit systems to improve transit, we would still be cheaper in their judgment from the entire, total public outlay than if we were to continue to provide more bridge, highway capacity, more cars coming in.

STATEMENT OF R. J. De La CASTRO, COLORADO CONTRACTORS ASSOCIATION, ACCOMPANIED BY C. F. KRUEGER, PRESIDENT, COLORADO CONTRACTORS ASSOCIATION

Mr. DE LA CASTRO. All right, sir. I am R. J. De La Castro, a highway contractor from Englewood, Colo., and the State that I represent is in behalf of the Colorado Contractors Association, Inc.

Over 75 percent of all farm products move by truck, almost 820,000 businesses or one out of every 6 is in the motor vehicle field, 13.3 million jobs, 1 out of every 6, is in a highway-related industry. (7)

No citizen is independent of the efficiency of national highways. If he eats, drinks, is clothed or ever becomes sick, goes on a vacation or to his final resting place, highways and roads are required.

Tourists come to Colorado to see our mountains, to hunt and fish our streams. Our ski slopes are known around the world as is our Central City Opera, located in an old mining community. Therefore, good, safe, and efficient highways and rural roads are paramount.

VII. SUMMARY

Library research, like all research, is a creative process. It involves the intellectual interaction of an individual with information, whether that piece of information is a scholar's interpretation of a subject, a newspaper article, a congressional hearing, or something else. Because it is so creative, and to varying degrees idiosyncratic, it is highly unlikely that any two people will research a topic in exactly the same way. Nevertheless, the following suggestions are relevant for virtually all library research projects. They will save you a great deal of time while simultaneously helping you do college-level research:

1) Begin with introductory and background materials that will give you an overview of the topic, and which will often provide you with additional, and highly relevant, sources of information.

2) Move from these general works to more specific ones, from the introductory synthesis written for nonspecialists to the most recent work being done on the topic by scholars for other scholars.

3) In the process keep in mind that a great deal of valuable information in any library exists as small packages (articles, essays, many plays, etc.) within larger packages (journals and books), and that the former cannot be found by using the card catalog. Instead, you will need to use indexes and other finding aids of the kind described above.

4) Finally, remember also that the librarians are here to help show and teach you how to find information. Don't hesitate to ask them for their assistance.

For additional finding aids, see the Library Research Guides for the various disciplines, such as Economics, Political Science, Psychology, Religion, etc. These guides are kept on reserve. A list of all the Library Research Guides is readily available in the library.

FROM: Sub-Task Force on Curriculum Alternatives

First, we propose that every student at Lawrence be required to enroll in Freshman Studies in the first term of the freshman year. The list of books to be studied would be drawn from those that have been found to be most successful in the past in stimulating discussion and in providing subjects for papers. It is hoped that one book can be related to the issue of race relations, e.g. Soul on Ice, Autobiography of Malcolm X, etc. It is expected that the book list would remain relatively stable from year to year. There would be a formal lecture to the entire freshman class on each book, and the staff would meet with the lecturer to discuss the book. The functions of the course would be (1) to inculcate careful reading, good writing, and effective discussion, and (2) to provide a common academic experience to all students in the first term of their freshman year. To enhance the implementation of the second function, assignment of students to sections in the course would be by dormitory section.

Lawrence University takes pride in being an educational institution that provides a close student-faculty relationship. Although the median class size is fifteen, 24% of student enrollments is in classes with more than 40 students, many of which are introductory courses taken by freshmen. Individual instruction in the form of tutorials and independent studies is available primarily to juniors and seniors. In order to bring this kind of instruction into the freshman year we recommend that each freshman take an individual tutorial for one term.

Each student would be assigned to a tutor on the basis of an expression of general field of interest. The student and tutor would find a topic of mutual interest to explore, perhaps similar to those now used in freshmen seminars. There might be one hourly meeting a week to discuss the reading done by the student and to read together papers the student had written.

The main thrust of the tutorial would be to develop the student's ability to study independently, to use the library, and to communicate the results of such study, rather than on coverage of a fixed body of material. The freshman tutorials will greatly facilitate interaction between faculty and students and establish a rapport that is sometimes not developed until the junior or senior year.

The freshman tutorial would replace the second freshman seminar, and each tutor would teach approximately three freshmen per year, one each term on the average. Faculty members who felt that they could teach more than one tutorial either fall or winter term would be encouraged to do so in order that the number of freshmen required to wait till spring for a tutorial be minimized.

These tutorials would help to justify Lawrence's cost to freshmen who are taking introductory courses with more than 30 students. The tutorials would be given prominent coverage in the Lawrence catalog, and hopefully would receive wide publicity. Prospective Lawrence students and their parents would see a pedagogically sound program that communicates what Lawrence is from the beginning of a student's education.

Second, we propose that elective, interdisciplinary, divisional courses be developed in the natural sciences, the social sciences, the humanities, and the fine arts, open to sophomore and junior majors in the divisions. Faculty members from three different departments would teach each course jointly, choosing a common problem relevant to their disciplines. The major emphasis would be on the opportunity for students and faculty from the various disciplines to deal with a common problem from varying disciplinary viewpoints. Initially, one section would be offered in each division, with an optimal enrollment of twenty students. These courses would resemble the Sophomore Studies Program devised by the Troyer Committee, but would be limited to one term.

Third, we suggest that individual faculty members be encouraged to offer courses, tentatively labelled Senior Studies, in which students from various disciplines would study a broad topic or problem to which they could bring the knowledge gained from three years in a major and in various elective courses. These would be offered in a modest number initially, to find out how attractive they would be to students.

Lawrence University MEMORANDUM

To Members of the Faculty and Administration

From Richard Werking, Project Librarian Date August 31, 1977

Subject Lawrence University's Library Service Enhancement Program: A Report on the Planning Year

In the spring of 1976, the Council on Library Resources awarded its first set of Library Service Enhancement Program grants to twelve colleges and universities. The new program, the Council's advertisement had stated, was to enable a member of the library staff "to put normal duties aside for an academic year in order to:

--explore with faculty, students, and administration ways of improving library services

--develop an ACTION PLAN--creative programs to make the library a partner in the teaching/learning process of its institution

--design methods of increasing library use and strengthening the library's role in the academic life of the college and university"

As you know, Lawrence University was among the recipients.

The following is a description of LSEP planning year.

Faculty Interviews

During the first two terms, I talked with 88 members of the faculty (virtually all the on-campus faculty outside the Conservatory of Music and the Department of Physical Education), as well as with the deans and the director of career planning. As we indicated in our grant proposal, we are concentrating first on those students and faculty outside of the Conservatory of Music and the Physical Education Department. In time, when we have established the program on a fairly solid base, we hope to extend its coverage to these areas.

The procedure followed was quite simple. I would contact a faculty member, briefly explain about the grant, and ask if the two of us might meet to discuss use of the library. No faculty member was too disinterested or too busy to do so. Before the meeting the faculty member received a copy of the grant proposal, to provide additional background

information.

At the interview I answered whatever initial questions the instructor had and then asked two questions: 1) How do you have the students use the library in the courses that you teach?; and 2) Are you satisfied with the use they make of it? As might be expected responses varied, even within the same department.

As a result of the interviews, we can now identify three classes of faculty: 1) Those who require significant library research in their courses and who are interested in librarians helping them make their students more aware of relevant information; 2) Those who require significant library research in their courses but who say they are satisfied with their students' library performance; 3) Those, chiefly in the harder sciences and the languages, who do not ask their students to undertake library research. A few of these added that the ten-week term makes it extremely difficult to assign research papers.

Of those faculty who expressed some genuine interest (somewhere along the spectrum from moderate to keen) in librarian input, the great majority had no idea about what form this input might take. Two professors suggested a separate course in library skills, and one of them offered to teach part of it; three others wished to build some requirement into the present freshman seminar program; still another, when shown a copy of Earlham College's annotated bibliography on the History of Science, responded: "I would very much like to combine our efforts and do something like this for our library." On the whole, they responded very well to the tentative suggestion of bibliographic presentations to classes. As a result, we can now identify about 30 faculty members in some 14 departments (History, Government, and Biology are the most heavily represented) who have become interested in a program of bibliographic instruction and who are willing to participate in it, even under the time constraints of a 10-week term.

Student Survey

Early in June you received a nine-page report about the student survey of library use.

I would like to review the findings of that survey.

The results of the survey demonstrate that our students know little about library resources. When asked about what they recalled using to find library materials for their most extensive paper, only two sources of information were volunteered by more than half the respondents: the card catalog (83%) and suggestions from professors (56%). Some of the most generally useful indexes and abstracts in a college or university library are Social Sciences and Humanities Index (now split into two parts), Public Affairs Information Service Bulletin, and Essay and General Literature Index. The percentages of respondents who volunteered them as sources of information were, respectively, 5%, 4%, and 2%. Moreover, even when presented with the titles, 76% of the respondents could not recall ever having used Social Sciences and Humanities Index. Similar figures for PAIS and for Essay and General Literature Index were 87% and 89%. It is important to note that the index of "helpfulness" for various research tools (see section IV of the questionnaire) suggests that a number of these items would be helpful to some of the 76% or 80% or 96% of the students who have never used them--if those students were aware of the existence of the tools and knew the purposes for which they were used. Note also that each of the respondents had already completed between four and ten terms of college.

The results also show that many students believe their undergraduate education has not given them all the preparation they need for finding information in the library, and the results demonstrate that our students, especially the sophomores, would like the library to offer instruction. Over 1/3 of the respondents in both the sophomore and senior classes strongly agree that the library should offer instruction. Those students who were most confident about their ability to conduct library research and who felt most prepared by their education had GPA's between 2.01 and 2.5. Those who felt least confident and least prepared had GPA's between 3.5 and 4.0. Also striking was the fact that sixteen persons offered positive comments about bibliographic instruction--more than discussed either library hours or fines.

The findings reinforce the opinions of the librarians and a number of faculty members at Lawrence who believe that even many of our most capable students do not know how to make efficient or effective use of a college library. Relying on patterns of behavior apparently learned in grade school and high school, students tend to be book-bound and consequently much too dependent on the card catalog as the access mechanism to information in the library. Students often are unaware that valuable, sometimes the most valuable, information about a topic exists as small units of information within larger packages--articles in journals, essays, plays in collections, etc. Even when students are aware of that fact, they still don't know that they cannot retrieve those smaller units via the card catalog. Indeed, several members of the faculty have recounted instances of students, some of them seniors with strong academic records, looking in the card catalog for references to journal articles or short plays. Even when they are using the card catalog to search for books, students frequently fail to use it effectively. All these factors no doubt help account for the familiar student complaint: "There's nothing in the library on my topic."

After the library service enhancement program has been in operation for two or three years, we can administer another questionnaire, with many of the same questions, to determine what changes have occurred.

Visits to Other Libraries

During the year I visited the libraries at the following institutions in order to learn about their bibliographic instruction activities: Earlham College; Macalester College; Carleton College; St. Olaf College; Hamline University; the University of Wisconsin at Stevens Point, at Madison, and at Parkside; Swarthmore College; the University of Chicago; Lake Forest College; Luther College; Grinnell College; and Carthage College. Reports of these visits and materials from these institutions were circulated among the library staff.

Long-Range Planning Task Force

As many of you know, during the past year Harriet Tippet and I have been working with the Long-Range Planning Task Force. Harriet was a regular member of the task force, and of the Sub-Task Force on Size Constraints, while I was an adjunct member of the Sub-Task Force on Curriculum Alternatives. The report of the latter group included a paragraph and an appendix dealing with the place of the library in the academic program. (A copy of the relevant pages is in Appendix I.) Late in the spring, the entire Long-Range Planning Task Force voted, without dissent, to accept that portion of our report. Consequently, it will be included in the final report of the task force to be written this summer, which the President will submit to the trustees next year.

In-Class Bibliographic Presentations

During the past academic year, the two reference librarians and I gave bibliographic presentations to 19 courses, which had midterm enrollments totalling 329 students. In each case the faculty member asked a librarian for such a presentation. This number compares with seven the previous year and three the year before. The librarian usually introduced students to various reference sources and access mechanisms by working through a hypothetical research problem.

Librarians gave bibliographic presentations to classes taught by the following persons: Mr. Alfieri, Mr. Boardman, Mr. Breunig, Mr. Egan, Mr. Hah, Mr. Hayes, Ms. Kovitz, Mr. Kurz, Mr. LaRocque, Mr. Longley (2), Mr. McCuaig, Mr. Palmquist, Mr. Rosenberg, Ms. Schutte, Mr. Sherman (3), and Mr. Stanley.

Evaluation of In-Class Bibliographic Presentations

At the end of winter and spring terms, I evaluated fifteen presentations given in those terms. (A copy of the evaluation form, showing the results in percentages, is in Appendix II) Toward the end of each term I arranged with each of the instructors to distribute evaluation forms in their classes and then to return the completed forms to the library. A total of 151 completed forms was received from students who had been in

class both for the presentation and the evaluation.

Probably the most informative set of answers is that to question #6. Of the 151 respondents who had sat through a bibliographic presentation earlier in the term, 105 (70%) thought such a presentation would be useful (one-third of these thought very useful) for some of their other courses, while only 13 (9%) thought it would be only slightly or not at all useful. These figures are similar to responses on the questionnaire which showed 72% of the students agreeing that the library should offer instruction and 4% disagreeing.

The chief difference between the responses to questions #2 and #4, is that by the end of the term the "so-so" category has dwindled and both ends of the spectrum have gained adherents. This is understandable, since students now have the advantage of hindsight and can say whether the presentation helped them meet the requirements of a particular course.

The differences between #4 and #5 are also interesting. There is a significant drop at both ends of the scale, and students think, on the whole, that a particular presentation was more useful for other courses than for the one in which it was given--and for which it was designed.

Between #5 and #6, the same numbers return to the ends of the scale. It is puzzling that although in #5 no students think a <u>particular</u> presentation would be "not at all useful" for their other courses, in #6 six of them think that <u>some</u> presentation (presumably including the particular presentation referred to above) would fall into that category. The mean score here is higher than #5, which is to be expected.

The comments provided in response to questions #6 and #7 have been typed; they take up some eleven pages. A final page contains faculty comments. (Faculty ratings of the presentations, which were higher than those of the students, were not included with the totals discussed above.) Copies are on reserve under "Library Service Enhancement Program: Evaluation", and I hope you will examine them.

Among the responses to numbers 6 and 7, questions which invited student comments, there were four negative comments (no two of them from the same class) about the principle of in-class bibliographic presentations. On the other hand, the large majority

of the comments, well over 100 of them, were quite positive about the idea of presentations.

Here are a few of the responses, including all four negative comments:

6.

Integrates the student into the library and saves time and effort on the student's part.

On the whole, students are a bit confused about use of the journals for research--often they are a bit mixed-up about researching in general. The presentation and handout helped.

Perhaps make it easier to find materials on a specific subject, but in general it wouldn't help much.

Research methods are invaluable and we do not learn about them in our day to day undergrad existence.

Unfortunately, I never knew what resources for research were available in the library or how to use them. I could have used this information earlier.

Many students aren't aware of half of the resources available to them at the library, or if they are, they don't know how to use them.

It's a pity to get through 4 years of college without knowing that other instruments of reference exist besides the card catalog.

It helps me find lots of useful data that is not in the card catalog under "subject" which is all I used to look under.

I think a lot of people do not know where things are in the library.

It is sometimes difficult to find something that you don't know exists.

7.

Unfortunately, it's too easy to get book-bound.

It seemed rather long. I didn't get a lot out of it. I would prefer just receiving a sheet with the resources at our disposal.

There are so many nooks to find resources that I would never have thought of looking. The explanation of the systematic approach to research for a paper was excellent!

Rather than taking up everyone's time, I would prefer the availability of the handouts to all students. If you want to give a presentation, give it more generally. I have attended 2 of these, and this 2d was a waste of time.

PERFECT! A must for every freshman. I graduated from high school without such basic knowledge of the school library.

I really appreciated it. It was well done. I actually learned a lot. I feel that a talk like this should be given every year.

The sheets given out were very useful and helped me better understand what was contained in certain references. 9.3

I hope you offer more seminars like this. Thank you.

Keep it up.

Grade school material.

The instruction we had was fine. I suggest a repeat if you teach a seminar again.

I used the handout and the notes from the library lecture to help find articles for a term paper, and it was very useful. Thank you.

It would be more helpful if offered to freshmen. I didn't have any kind of this type of knowledge til I was a senior.

I'm sorry I can't help you--except to say, as a senior, this sounds great. I wish I'd had it 4 years ago.

Outline of the LSEP

The shape that the program will take at Lawrence is the result of many meetings during the spring of eight persons on the library staff: the director, two reference librarians, head of technical services, order librarian, head of circulation, periodicals and government documents librarian, and myself. The program elements will be:

1) A library skills survey, for all incoming freshmen, covering the card catalog and a Readers' Guide citation, administered during new student orientation week. Papers will be corrected and returned to the freshmen, with an answer sheet enclosed. Also enclosed will be publicity about the various workshops.

2) Orientation tours for freshmen during an afternoon of new student week. This is hardly new, but it is a useful way of showing students "where things are" and introducing them to at least one member of the library staff. Last year about 280 freshmen, out of a class of some 320, took the tour.

3) A single-session "basic skills" workshop given the second week of each term, covering the card catalog and a Readers' Guide citation (thus providing follow-up to the skills survey of the week before), the LC Subject Headings volumes, limitations of the card catalog, locating books on the shelves, and the circulation regulations. This workshop will be given each term and, as with the other workshops, students who work for the

library will be required to attend.

4) A two-session "search strategy" workshop in the fourth week of each term, covering certain periodical indexes and other basic reference tools.

5) A government documents workshop each term.

The workshops are intended to provide the opportunity for some library/bibliographic instruction to the large number of students--especially freshmen and sophomores--whose professors are not particularly interested in the library offering bibliographic instruction, and who may be sufficiently interested to attend the workshops.

6) Bibliographic presentations to certain "foundation" courses in several departments. These are courses for freshmen and sophomores that include library research, that are required for majors in the department, and whose professors for the most part are interested in working with librarians to teach their students about library use. The first year we will probably give about eight or ten presentations to such classes.

7) Bibliographic presentations to other courses, arranged with individual instructors. Because of limited staff resources, a limit of approximately 30 bibliographic presentations to classes has been established for the time being. Thus if the estimate of eight or ten foundation courses proves accurate, there will be about 20 or 22 presentations to other classes. It is expected that we can, in time, build on these contacts to work out arrangements for bibliographic instruction with some departments.

Research Guides on Reserve

Supplementing the program elements described above, and supplementing also the interaction between reference librarians and individual students, will be annotated reference guides placed on reserve. The majority of these list the most important research tools in a particular discipline; a few are for special forms of information, such as book reviews, statistics, and government documents. A list of these "Library Research Guides" is in Appendix III of this report; copies of the list will also be available in the library, at the information kiosk among other places. Thus far we have prepared guides for

only some of the disciplines, those which at Lawrence require a good deal of library research. We expect to extend the coverage of the guides in the near future.

A special guide, "Introductory Model for Library Research," has been prepared to introduce students to the process of research; copies of it will likewise be on reserve. It discusses reference sources and strategy within the context of a hypothetical research problem. We expect it to be especially useful for students who are assigned research papers but do not receive bibliographic instruction from a librarian or from their professor. We hope you will examine it as well as the other guides on the list.

Please let the reference librarians know your opinions about the guides.

Conclusion

In May, Mr. Povolny, Mr. Ribbens, and I attended a conference of librarians at Eastern Michigan University. Among the presentations was one describing a bibliographic workshop for third-year biology students at a British university. The students at the workshop were surprised by the number and variety of useful research tools (handbooks, guides to the literature, indexes and abstracts, review journals, etc.) and were very glad to learn about them. But the students also wished they had become acquainted with these bibliographic tools earlier in their careers and wondered aloud why they hadn't already been introduced to them. Rather defensively, the librarians responded: "We would have been glad to show them to you if you had only asked about them." The students rejoined: "How could we know to ask if we didn't know the right questions, that there was something to ask about?" The last comment reminds me of one written recently by a Lawrence student on an evaluation form: "It is sometimes difficult to find something that you don't know exists."

It is because of this problem that we cannot expect our students to mature as library users simply by "asking a reference librarian." Individual reference service is important, of course, but only up to a point can it expand horizons and direct students to the questions they should be asking.

To address this issue, we in the library have drafted the program outlined above. It

is by no means etched in stone, and doubtless it will evolve over the years. Nevertheless, we believe it is a good first draft and will do much to meet the need expressed by the Sub-Task Force on Curriculum Alternatives:

> Our students should also learn the skills with which to acquire information according to their needs, thus developing as independent learners. They should become more aware of the variety of information resources available in or through libraries in general and this library in particular, and aware also of the ways in which they can more effectively exploit these resources. Our efforts in this direction should not be viewed as something ancillary to the curriculum, but as an integral part of the academic program.

We continue to invite your comments and suggestions.

Tutorials and Independent Work

Lawrence has a well-established tradition of tutorials and independent study. They were introduced into our curriculum long before they became fashionable. They are also often cited as an element of attraction by incoming students. Paradoxically, these thriving programs assume an incredibly low profile in the image projected by institutional publications (e.g., three brief paragraphs on p. 19 of the 1976-78 About Lawrence). Yet on the average, Lawrence B.A. students take two tutorials and one term of independent study during their years at Lawrence. Aggregate enrollment for the years 1971-72 through 1975-76 includes 4.8% tutorials and 2.2% independent study (again excluding University Courses, Freshman Seminars, education, and music). Each faculty member evaluates 4.3 tutorials, 2.0 team units of independent study per year, on the average. The breakdown of individualized instruction by classes in 1975-76 was:

Class	Number of Course Units (and % of Column Total) Tutorial	Independent Study	Total
Seniors	267 (53%)	199 (86%)	466 (63%)
Juniors	165 (33%)	30 (13%)	195 (27%)
Sophomores	48 (9%)	2 (1%)	50 (7%)
Freshmen	12 (2%)	0	12 (2%)
Special Students	10 (2%)	1 (0%)	11 (1%)
Total	502 (99%)	232 (100%)	734 (100%)

Additionally, each year-end report of the University Committee on Honors summarizes the significant percentage of seniors (10% in 1975-76) graduating with Honors in Independent Study.

The Sub-Task Force on Curriculum Alternatives reaffirms the University's commitment to tutorials and independent study; encourages their further and systematic development; recommends that this program be given maximum visibility in Lawrence's publications and in the recruitment of new students; and that expanded instruction in tutorials and independent study be included into the normal teaching load of the faculty.

The Library in the Academic Program

Consistent with its strong support of individual learning, the sub-task force believes that the purpose of our academic program includes more than the vital tasks of imparting information to students and helping them think critically about the information they obtain. Our students should also learn the skills with which to acquire information according to their needs, thus developing as independent learners. They should become more aware of the variety of information resources available in or through libraries in general and this library in particular, and aware also of the ways in which they can more effectively exploit these resources. Our efforts in this direction should not be viewed as something ancillary to the curriculum, but as an integral part of the academic program. (See Appendix D.)

Calendar

Since 1962-63 Lawrence has had a 3-3 academic calendar. Contrary to the previous experience with the ordinary semester calendar, the 3-3 system has been a perennial issue at the University, always ultimately resolved in favor of the 3-3 calendar. In the course of its consideration of other pedagogical questions, however, the Sub-Task Force on Curriculum Alternatives kept encountering the constraints of

APPENDIX D

The Library in the Academic Program

Purpose

A liberal education may consist of many elements, and we would not attempt to address them all. Two elements that do seem particularly important are discussed in the Lawrence University publication, About Lawrence (1974, p. 15):

> Liberally educated persons are skeptical. They reject the idea that there is one truth, one perspective, one important set of values. The physicist and the poet approach reality differently; the historian and the political scientist have different ways of studying the same revolution. A liberal education cultivates skepticism -- skepticism that poses honest and hard questions to the specialist, and it adds a slight doubt along with the mastery of every theory, critique of every poem and draft of every paragraph.
>
> A liberal education tries to free students from the limits of a single vocation and from an inability to change with the times. Liberally educated students gain the capacity and self-confidence to move flexibly from one area of specialized knowledge to another, to learn steadily and quickly and to build upon the transferability of knowledge. In essence, a liberal education, despite its relative lack of specialization, becomes sound preparation for a world in which the explosion of knowledge can make some areas of learning quickly obsolete.

In sum, although a liberal education may have as one of its outcomes preparation for a specific career, its purposes are more important: to stimulate intellectual curiosity about a variety of subjects; to develop systematic and critical ways of thinking, including a healthy sense of skepticism; and to provide the student with basic skills for learning how to learn.

Although such stimulation and development do occur at Lawrence, we should be more purposeful and systematic about exposing as many of our students as possible to such an educational experience. One answer, certainly, is our present and growing commitment to individual study.

In this regard, the purpose of the academic program at Lawrence should include more than the vital tasks of imparting information to students and helping them to think critically about the information they obtain. Students should also learn the skills with which to acquire information according to their needs, thus developing as resourceful independent learners. Independent thinking must be based on information, and we are all potential victims of our sources of information. Hence we must be skillful in learning how to tap intelligently a variety of information sources -- different kinds of books, journals, indexing and abstracting services, government documents, newspapers, machine-readable data bases, etc.

Most of these sources are available in institutional libraries. Consequently, Lawrence faculty and librarians working together should make our students more aware of the variety of information resources available in or through libraries in general and this library in particular, and also make them aware of the ways in which they can more efficiently exploit these resources. As part of the process we should, where appropriate, make students aware of two additional things: (1) the structure of the literature in a given field or group of fields -- i.e., how scholars create and disseminate new knowledge; and (2) the basic differences between "literature" and "data" as they relate to a particular field.

By drawing attention to these latter points, we will personalize the research process, helping students recognize that as they investigate, discover, evaluate, and report they and thousands of other individuals are engaged in the same process. It is likely that such recognition, in conjunction with a higher skill level for gaining access to information, will serve as an impetus to their spirit of inquiry. As a result it should perceptibly narrow the gap between what recognized scholars do and what our students do and can do throughout their lives. By the time students graduate from Lawrence, we would see them not only as receivers and analyzers of the information they receive, but also as contributors to knowledge in their own right.

Some portions of the Lawrence community have already begun to address systematically the issue of academic skills. Our current CAUSE proposal asks for funds with which to enhance faculty skills in conversational computing and, with the help of librarians, to make faculty and students aware of the availability and accessibility of machine-readable data bases (November 22, 1976, especially pp. 20-21). Also, over a year ago, the Ad-hoc Committee on Student Writing observed that "any program affecting all freshmen and a number of the faculty should encourage the acquisition of those skills which make subsequent course work easier." (February 16, 1976, p. 1) Defining a problem, obtaining a variety of information, formulating conclusions based on the information, and reporting clearly -- these are skills useful to most adults in our society. And it is at a place like Lawrence, with its present and growing commitment to independent study, its sound academic program, and its excellent information resources, that students can best acquire these skills.

Teaching skills for information retrieval is something Lawrence should do even if it were not facing the problem of declining enrollments. But the current situation makes such teaching even more desirable. Our recruiting materials could emphasize that Lawrence is one of a very few schools in the country with a library service enhancement program, initiated with funds from a national foundation. As they wrote prospective employers, our students could emphasize that they had learned how to learn (a skill that will hardly become obsolete), and they could point specifically to certain characteristics of their Lawrence education.

Proposal

Among its pedagogical goals Lawrence University should explicitly expect its students to develop skills with which they can best educate themselves, including the ability to acquire information. Since on a college campus much relevant information may be obtained from the library, students should become skilled at retrieving, either in the library or through it, information which relates to their areas of interest. We should not view this skill as a frill or something "added on" to the curriculum, but rather should consider it an integral part of our academic program.

Appendix II

EVALUATION OF LIBRARY INSTRUCTION

Summary of Student Evaluations During Winter and Spring Terms

Course Title: Professor:

1. Were you in class on the day a librarian discussed library resources pertaining to this course?

151 Yes ___ No

2. At the conclusion of the presentation, how useful did you think it was going to be for this course?

18% Very useful 36% Quite useful 37% So-So 7% Only slightly useful 3% Not at all useful

Mean=3.58 Median=4.0 (on scale of 5-4-3-2-1)

3. Do you think the presentation:

16% Took too much time? 80% Was about the right length 3% Was too short

4. Now that this course is over, do you have the same opinion about how useful the presentation was for this course?

78% Yes 21% No

If "No", how useful do you now think it was?

New Alignment: Median=4.0 Mean=3.60

21% Very useful 35% Quite useful 29% So-So 11% Only slightly useful 3% Not at all useful

5. How useful do you think this particular presentation was for courses other than this one?

16% Very useful 48% Quite useful 27% So-So 8% Only slightly useful 0% Not at all useful

Median=4.0 Mean=3.73

6. How useful do you think some library-oriented presentation (whether by the professor, a librarian, or some other person) would be for some of your other courses?

22% Very useful 48% Quite useful 14% So-So 5% Only slightly useful 4% Not at all useful

7% Don't know

Median = 4.0 Mean = 3.86

If it would be useful, in what ways?

7. Please use this space and the back for any elaboration or suggestions that will help us evaluate this type of instruction.

Thank you for your time

The following Library Research Guides are available:

Anthropology

Biographical Information

Biology

Book Reviews

Economics

Education

History

Introductory Model for Library Research

Locating Magazine and Journal Articles

Philosophy

Political Science

Psychology

Religion

Sociology

Statistical Information

U. S. Government Documents